PARKLAND
Regional College

Annual Report

2004 - 2005

Regional Colleges

Our Mission

Mission

To provide access to life-long learning opportunities that respond to the needs of our adult population, communities, and organizations adapting to changing environments.

Vision

Parkland Regional College is a proactive rural, educational organization in which the College excels in facilitating learning opportunities for our communities through commitment to our values.

Values

Respect

To model and promote respect within the College and with its partners.

Compassion

To foster an environment where empathy is integral and expressed.

Quality of Education

To provide programs and services that will be of the highest quality involving program development, implementation and evaluation.

Financial Accountability

To be accountable for and ensure all resources are concentrated toward outcomes.

Fairness

To provide programs and services that support the labour market and community needs of the region.

Life-long Learning

To provide and encourage opportunities for individual growth and development.

Integrity

To practice integrity in the learning environment and to adhere to high ethical standards.

Leadership

To provide sound leadership and direction in the delivery of adult education and training programs and services in East Central Saskatchewan.

Partnerships

To facilitate the development of strategic partnerships with individuals, agencies, communities and organizations to help achieve quality learning.

PARKLAND
Regional College

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The College that Works...

for our communities through commitment to our mission, vision and values

PARKLAND
Regional College

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December 1, 2005

Honourable Andrew Thomson, Minister
Saskatchewan Learning
Room 307, Legislative Building
Regina, SK
S4S 0B3

Dear Minister Andrew Thomson:

On behalf of the Board of Governors of Parkland Regional College, I have the honour to submit herewith the Annual Report of Parkland Regional College for the year ended June 30, 2005. Duly certified financial statements of Regional College operations are included in accordance with the Regional Colleges Act, 1987.

Respectfully submitted,

Ken Bender, Chairperson
Board of Governors

The College that Works!

PARKLAND
Regional College

Board Repo

106-01989/

The Parkland Regional College Board of Governors held a special meeting in August 2004 to set their goals and plans for the year. These goals guided the Board's agenda and operations.

Goals & Objectives

1. Continuation of College 5 year (2002-2007) Strategic Plan accomplished through Board motions on Trimester Reports
2. Remain informed on government directions and policy with the Saskatchewan Learning Strategic Plan
3. Develop items of support and assistance for Board direction calendar, monthly agendas, Board Orientation Handbook, Board Recruitment Strategy
4. Remain fully informed on provincial developments related to collective bargaining and class plan development discussion on implications
5. Review and revise current policies of the College Policy development where required
6. Work closely with other Regional Colleges through Association of Saskatchewan Regional Colleges Chairperson appointed to ASRC Executive, Board members attended the Governor Development Workshop, participated in many advocacy initiatives
7. Facilities - Board remain informed and approve upgrades when required
8. Be informed on technological advances Technology Enhanced Learning pilot project
9. Advocate to government on behalf of Parkland Regional College Chair attended meetings with Minister of Saskatchewan Learning, Board members attend Premiers Dinner
10. Support and work towards rural revitalization support CEO as member of Action Committee on the Rural Economy (ACRE), attend consultations on rural issues
11. Community liaison - Board meetings with community leaders, school divisions and political candidates
12. Financial support of College staff and students, staff recognition, Board of Governors scholarship, presentations for illness or bereavement, Christmas social, Staff recognition Event, Board/Staff workshop
13. Financial accountability - monthly Board agenda item - financial workshop.

The College that Works...

offering the skills and training required to meet employment goals and the needs of local employers and industry.

Board Report

The Parkland Regional College Board of Directors carried on many of their regular duties through out the year as well. These included approval of the monthly financial statements and employment contracts, approval of the Trimester reports presented by management, Board self-evaluation, CEO evaluation, approval of the Audited Financial Statements, Business Plan, Needs Assessment and Annual Report and approval of major technology purchases.

The Audit Finance Sub-Committee is responsible for working closely with management throughout the yearly auditing process and to recommend to the full Board approval of the annual Audited Financial Statements.

Members of the Board attended the Governors' Development Workshop, Association of Canadian Community Colleges Conference (ACCC), Association of Canadian Community Colleges Board Chair and Vice-Chair Workshop, Literacy Recognition Event and College Graduation.

The Board of Governors of Parkland Regional College support many other events in the College through out the year. Some of these included the Board of Governors' Student Scholarship, Staff Recognition Event, Board/Staff annual workshop, Board/Staff Christmas party and presentations of flowers or gifts for bereavement or hospitalization of staff or Board members.

Parkland Regional College Board of Governors is proud of the work the College has accomplished over the year to bring education and training close to home for the adults in East-Central Saskatchewan.

Board Meetings '04 - '05

2 Special Meeting

10 Regular Meetings

1 Constitutional Meeting

Executive Committee

Ken Bender
Oliver Pask

Association of Saskatchewan Regional Colleges

Ken Bender

Finance/Audit Sub Committee

Eunice Bear
Ken Bender

Board Members as of July '04

Ken Bender - Melville

Pat Franklin - Fort Qu'Appelle

Eunice Bear - Standing Buffalo

Leonard Keshane - Yorkton

Oliver Pask - Esterhazy

John Oussoren - Crystal Lake

Doug McRae - Yorkton

Fay Myers, Chief Executive Officer

It is with pleasure we provide you this report on our activities and achievements for the program year 2004-2005.

During this program year the College continued to fulfill a central role in the development of a skilled workforce for our region's labour market. There were many achievements by Parkland Regional College for the 2004-2005 year. An Adult Basic Education instructor, Marguerite O'Hagan, received an Inspiring Teachers Award at the ninth annual University of Regina banquet. We were fortunate to have a practicum student working with our Learning Specialist, Bernadette Holland, who was specializing in counselling for a Masters in Educational Psychology.

The College graduation this year included all students and programs in a formal ceremony with robes and stoles. It was very successful with the program year ending with a celebration and recognition of student success.

There is a larger aboriginal population in the College region and we are committed to supporting the aboriginal client and learner through education and training. Initiatives that the College undertook this year were: provided Elder services in Yorkton and Fort Qu'Appelle, delivered an Office Education program in partnership with Eastern Assiniboine Region IIA and Metsi, recruited a part-time coordinator to assist in the Aboriginal Employment Development Program, partnered with Cornerstone Credit Union for work placements of aboriginal business students and delivered a part-time university program in Fort Qu'Appelle for students from Standing Buffalo.

Parkland Regional College has worked with many partners this year. The annual Needs Assessment included a number of regional partners that revised the document "Developing Human Capital." This document tracked accomplishments of joint objectives and set future goals for the region. Workers' Compensation Board has increased their access to College programs and services and an exciting partnership has developed for the benefit of clients and students. The "learning centre" for individualized tutorial assistance and small group study has increased their numbers this year and linked with a number of businesses in the region. An "Employer Appreciation" program has increased the awareness of the number of business/college partnerships that have supported the success of students. The Older Worker Project and Safety Training have expanded partnerships with other colleges.

Technology Enhanced Learning continues to evolve throughout the work of the College and is documented by the provincial college TEL Strategic Plan. Many programs are utilizing technology for instruction. Information Processing 30 was successfully delivered by distance between three campuses. The College has begun discussions and development on an E-learning Strategic Plan that includes an E-learning Coordinator.

A Pathways Model, developed by the College, is a lifelong learning system of learning and work for a learner to attain goals through a record of educational and training progress and success. The model provides a highly structured support system that strengthens ties to employment and the community.

The College began research into developing an International Education strategy through participating in a Marketing Mission with the Association of Canadian Community Colleges and participation in an Education Fair in Nairobi, Kenya with the Canadian High Commission. The College will continue with an international education focus on student recruitment and project work in cooperation with other Canadian Colleges.

The management and staff worked closely with community groups, committees, and organizations to assist in community and economic development. Some of these are the Chambers of Commerce, Regional Economic Development Authority, Action Committee on the Rural Economy, and many other ad hoc provincial and regional committees.

We wish to thank the many individuals, organizations and businesses we have worked with over the 2004-2005 year. As a result of their support, the 25 student scholarship donations exceed $12,000. We look forward to their continued support and development as we jointly address the training and educational needs of the Parkland region.

Key Directions

Technology Enhanced Learning
Increase opportunity and access.

Aboriginal Plan
Increase partnerships and workforce representation.

Research & Development
Increase programming opportunities

Business/Contract Training
Increase support to economic development in rural Saskatchewan.

Accountability
Increase quality and quantity of performance.

Marketing/Communications
Increase and improve information systems, both internally and externally.

Goal: The College that works for high quality post-secondary education, training and employment programs and services.

Objective: Ensure an effective learning environment.

- Continuous upgrade of software and hardware systems at administration and program level
- Facility operating agreement signed with York School Division
- Encourage professional development and in-service for all staff
- Continued implementation of College Employment Equity Plan approved by Saskatchewan Human Rights Commission
- Aboriginal Employment Development Program coordinator recruited
- Staff actively participated in the development of Basic Education 10 redesign and Adult 12 review committee.

Objective: Ensure effective leadership, management and accountability.

- College Business Plan included 5 key performance indicators for accountability
- Board self-evaluation completed.

Objective: Ensure public stakeholder awareness of, and confidence in the College.

- Marketing/communications plan revised and evaluated
- Maintenance of website
- Needs Assessment partnership revised document "Developing Human Capital".

Goal: The College that works to meet the post-secondary education, training and development needs of individuals and communities.

Objective: Support capacity to respond to existing and anticipated demand appropriate to the needs of individuals, communities and the economy.

- Sector meetings held annually to identify skill shortages - Voc/Tech program review
- Technology Enhanced Learning Action Plan continued with instructor and program development in technical areas - new TEL Strategic Plan of Regional Colleges approved by Saskatchewan Learning.

Objective: Increase participation of under-represented groups to enhance their employability and to contribute to a representative workforce.

- Through itinerant counseling supported Jobs First in region
- Utilized Employability Assistance for People with Disabilities funds
- All technical programs have a workplace component
- Continued to implement an aboriginal strategy and action plan - Delivered a number of full-time and part-time training in partnership with aboriginal organizations
- Developed a Pathways Model of Lifelong learning
- Developed partnership with Workers' Compensation Board in assessment and development of client training action plans.

Objective: Enhance access to post-secondary programs and services.

- Expanded number of student scholarships to 25
- Continuous development on TEL projects and distance "learning centers"
- Parkland CEO continues as regional college representative on Campus Saskatchewan management board
- Staff member appointed as regional colleges representative on provincial Community Net committee.

Objective: Increase the success of individuals in College programs and services.

- Graduate follow up surveys completed.

Objective: Increase the knowledge and skills of the Parkland Regional College population.

- Delivered a balanced array of programs - each Team develops a Program Plan
- Delivered an Older Worker Project for transition into the workplace.

Objective: Contribute to the development and maintenance of a workforce responsive to the economy.

- Ongoing consultations with key stakeholders in the region.

Goal: The College that works to meet the post-secondary education, training and development needs of employers and industry and contributes to economic growth.

Objective: Increase employer and industry participation in planning and investment in education and training.

- Continued implementation of an Employer Appreciation process - College awards and recognition of employer contributions to training
- Parkland CEO continues to represent regional colleges on the provincial Action Committee on the Rural Economy.

Objective: Support the mobility of learners and workers within and outside the College region.

- Contributed to the development of a regional college paper on Recognition of Prior Learning
- Parkland staff represented the regional colleges on the Provincial Settlement and Integration Planning Council.

Goal: The College that works by providing a dynamic and learning-centered environment.

Objective: Recognize, strengthen and reward the capabilities and contributions of employees and students and support a respectful workplace.

- Continued regular Joint Union/Management meetings
- Parkland CEO the Chair of management negotiations committee for 6 southern colleges
- Staff Recogntion Event held.

Objective: Support innovation and research and development that enhances a learning centred environment.

- Learning Center concept of matching tutors and learners developed to academically support individual and small group learning needs- exceeded targets
- Involvement in International education projects and student recruitment is being explored.

The College that Works...

for learners by delivering a range of programs and services that respond to individual education and training needs.

Career & Student Support Services

Career & Student Support Services provides career and educational information and counselling services to persons in the Parkland area as well as to learners within Parkland Regional College.

- Providing all career and student counselling services in the College, including the Learning Specialist and Career Development/Bridging related projects.
- Assisting individuals in determining their distance educational options with an emphasis on cross credit recognition.
- Providing career & employability services in Melville, Esterhazy, and Kamsack.
- Customizing tutoring services through the Learning Centre.
- Specializing in testing and assessment services.
- Specializing in counselling and group development services specific to industry/community organizations.
- Assisting clients in identifying career goals related to training needs and recognition of prior learning.
- Providing customized services to Saskatchewan Workers' Compensation Board clients.
- Utilizing Technology Enhanced Learning initiatives to enhance access to counselling and tutoring services.
- Providing individual learning plan development to individuals referred through the Canadian Agricultural Skills Service Program.

The College that Works...

by providing services and supports necessary for students and clients to make the best decisions about their career and training paths.

Major Initiatives

Customized learning services are being provided through the development of the Learning Centre. The activities of the Learning Centre include small group instruction and individualized tutoring which can be customized for groups or individuals.

Provided counselling services including personal, career counselling, technical training and work experience opportunities to 28 Workers' Compensation Board (WCB) clients. Services for Workers' Compensation Board clients will continue to increase. The results of the training for these clients has been positive, leading to additional training and employment opportunities for many.

With the assistance of a grant from the Saskatchewan Aboriginal Women's Circle and Employability Assistance for People With Disabilities (EAPD) a transition program was piloted. The program is for students who are identified with learning disabilities and assists in transitions planning.

Participated in a provincial initiative to develop and promote the use of e-portfolios within the entire College system, as a sub-project to the Rural & Northern Older Worker project.

Participated in e-learning through AHA Process in Texas to access training in framework for understanding poverty and learning structures.

Two staff participated in Recognition of Prior Learning training focusing on building reflective portfolios.

Partnered with Business / Industry to office a Bridging to the Entry Level Trades program. 13 participants took part in this enhanced program offering safety training, successful thought patterns, career and trades exploration and supported work experience.

Completed two Career Development Bridging projects in Yorkton with 24 participants in total.

Adult Basic Education

Adult Basic Education programs are designed to be responsive to the education, training and employment needs of our region's learners by delivering a range of programs and services including:

- Adult 10, Adult 12, specific subjects
- GED preparation and testing services
- Specific strategies to link or bridge basic education with a transition to employment
- Technology Enhanced Delivery

Performance Measures

Enrollments

Actual 2004 - 2005
Total Enrolments
Credit: 318
F.L.E.: 155.5

Total Enrolments
Non-Credit: 311
F.L.E.: 196.2

Completers

Actual 2004 - 2005
Total Number of Completers
Credit: 206

Equity Representation

Actual 2004 - 2005
Equity
Representation: 70%

Major Initiatives

Information Processing 30 will be delivered by distance using V-Class, SmartBoards, and Moodle content management system in Fall 2005.

Continuing to participate in the Adult Basic Education Redesign advisory committees and pilots.

With the assistance of the Learning Specialist, the diagnostic testing materials are being reviewed. Ongoing diagnostic testing allows for constant feedback for the instructor and the student.

Having access to Elders at the Yorkton and Fort Qu'Appelle Campuses has been very beneficial for the students.

Law 30 will be offered online using Moodle content management system in 2005-2006 school year.

National Literacy Secretariat (NLS) funded family literacy project, Share IT Forward will be run in Melville, Canora, Esterhazy, Kamsack and Yorkton. The goal is to promote information sharing among parents on child development.

Expansion of GED preparation and testing within ABE programs and externally to First Nations communities.

The College that Works...

by delivering the basic knowledge and skills needed to pursue academic upgrading, complete general studies, and Adult 12 standing.

Skills Training: Institute Credit

SIAST and Institute Programs deliver a broad range of training programs that provide individuals with the skills required to become employed or to upgrade their technical skills. The needs of local employers and industry are a major consideration in the range of training programs offered. Both full and part-time programs are available.

The target population is adults who require skills training in order to meet their employment goals. Within the targets we recognize that it is necessary to include specific equity groups that have been under-represented in the labour force: Aboriginal persons, youth, women in non-traditional roles, persons with disabilities, and visible minorities.

Performance Measures

Enrollments

Actual 2004 - 2005
Total Enrolments
Credit: 355
F.L.E.: 134.4

Completers

Actual 2004 - 2005
Total Number
of completers: 302

Equity Representation

Actual 2004 - 2005
Equity
Representation: 36%

Major Initiatives

All targets were exceeded for programming for 2004 - 2005 in SIAST and Institute Programs.

The new facility includes a health sciences lab and a CISCO workshop which has been a great improvement to those programs.

Enhancements added to training programs have helped to fill gaps in brokered curriculum, particularly in the area of Workplace Essential Skills (WES), met favourable comments from both students and SIAST.

We continue to provide training to on-reserve daycare staff from File Hills Qu'Appelle Tribal Council as some of these learners will be working toward completing their Early Childhood Education Diploma.

A continued partnership with the Yorkton Tribal Council has resulted in the delivery of the Year II Enhanced Educational Assistant Program being completed.

More balanced work placement for programs like Pre-Trade Industrial Mechanics are resulting in better connection to the job market.

Increased contacts with Aboriginal agencies has improved exposure with this target audience.

Repeat intakes to unique programs such as Office Education Completion, Multi-mechanical Trades and CISCO Networking / Computer Technician have enhanced our image with other Regional Colleges and educational institutions.

The new campus location in Yorkton continues to strengthen our partnership with Yorkton Regional High School and increases high school student awareness of College programming by visits from SIAST Heads.

A new partnership with Eastern Assiniboine Region IIA, and Metis Employment and Training Services in the funding of the Applied Certificate in Computer Works was successful with 13 of 15 students graduating.

The Year II Enhanced Educational Assistant Program in partnership with the Rural Municipality of Buchanan for the Heavy Equipment Operator Program resulted in program cost saving and an excellent training site.

A new job shadowing program with the Cornerstone Credit Union for two Aboriginal Business Year I students was piloted with great success. Both students received summer employment as a result of their experiences at the Cornerstone Credit Union.

Skills Training: Industry Programs

Skills Training Industry Programs are designed to be responsive to the educational and training needs of the adults, community agencies and employers within our region by delivering courses targeted to:

- Industry credit and non-credit training
- Industry recognized computer courses
- Non-credit Transition to Trades programming
- Community non-credit
- Personal/leisure non-credit

Performance Measures

Enrollments

Actual 2004 - 2005

Total Enrolments

Non-Credit: 1,326*

F.L.E.: 159.8

** Includes Industry Credit and Skills Training Non Credit*

The College that Works...

to develop a skilled workforce for our region's labour market.

Major Initiatives

The team of training consultants have continued to expand the development and delivery of training opportunities to businesses and organizations within the region. Their presence continues to assist with increasing enrolment in other College programming areas like Career and Student Support Services, SIAST, and Institute Programs.

Occupational Health and Safety (O.H. & S.) training offerings continue to grow at a phenomenal rate due to ever increasing awareness, enforcement, and compliance as well as labour market opportunities requiring certification prior to hiring.

There has been a renewed interest by businesses and organizations in customized computer training, particularly on-site delivery with a mobile laptop lab.

The demand from First Nations individuals, bands and tribal councils for all kinds of training has steadily increased to become a significant portion of the overall training delivered by the Industry Programs team.

The addition of a full time Work Experience Coordinator position has enabled students to better access trade and non-trade employment opportunities within the region.

Apprenticeship

Apprenticeship initiatives continue to be provided through the individualized Supporting the Transition to Apprenticeship and Trade Employment (STATE) program, the Bridging to the Trades program and work experience components of trade and industrial programs.

Skills Training: Workbased

JobStart/Future Skills Workbased Training for the Unemployed provides financial assistance to employers to deliver recognized on-the-job training for unemployed Saskatchewan residents that leads to permanent employment. Workbased Training for the Employed provides funding support for Saskatchewan employers in the manufacturing, processing and agri-value sectors who need to retrain existing permanent employees in order to maintain or increase their competitive position. This program will also provide retraining support for employees facing permanent layoff or employees moving from part-time to permanent full-time employment. This part of the program is open to all employers.

Performance Measures

Enrollments

Actual 2004 - 2005
Contractual Revenue: $131,643

Number of
employers served: 18

Major Initiatives

Increasing our visibility through the work of the Training Consultants within the Parkland Region has resulted in a significant increase in the number of employers calling for inquiries regarding the JobStart/Future Skills Program. Currently we are seeing a year that has brought larger contracts with the development of the Above Board Straw Board Plant in Kamsack and Natural Valley Farms in the Neudorf/ Wolseley area.

Parkland Regional College is part of a Workplace Essential Skills Task Team that has been put into place to determine training needs for the JobStart/Future Skills Coordinators in the Province. Employers are finding that by using WES training upfront in the workplace they are seeing better results from the formal training.

The College that Works...

To create opportunities for students through the offering of scholarship donations exceeding $12,000.

University

University programming provides a comprehensive, full-time, first and second year Arts and Science program. This program is accomplished through a wide selection of credit courses delivered through a variety of methods, program options and delivery agents. University programs include but are not limited to the Yorkton area, as SCN sites provide the flexibility to offer many televised university classes in various locations.

Performance Measures

Enrollments

Actual 2004-2005

Total Enrolments: 194

F.L.E.: 93.9

Major Initiatives

One key university programs strategic direction is to increase partnerships and to increase the workforce participation of Aboriginal people in the Parkland Regional College area. A small percentage of Aboriginal people participate in university classes when compared with the rest of the student body. Parkland Regional College continued to offer the Social Work program, as interest in this area among Aboriginal students remained high. About 40 students are participating in this program. University programs also ran a University Entrance program to the Standing Buffalo First Nation. This pilot project supported 11 Aboriginal students in their home community. In this pilot, university programs experienced good success among four students, limited success among five students, and poor success among two students. The second semester introduced four new mature students who have participated in University classes in the past. Testing and Changing Thought Patterns has been incorporated into this program.

A second key university programs strategic direction is to increase opportunity and access to technology enhanced learning or TEL offerings. TEL offerings include online, televised, multi-mode and independent studies classes. Our role is to support students taking these classes.

Campus Saskatchewan is a province wide partnership between First Nations University of Canada, Regional Colleges, SIAST, SIIT, the University of Regina and the University of Saskatchewan. Through this program, students at a Regional College may take classes from any of the aforementioned institutions and receive credit toward their program. Parkland Regional College has been extremely active in this provincial partnership; with the bulk of the students participating in the program take classes at Parkland. In addition, Parkland has been an active member in the Campus Saskatchewan Policy Programs and Planning Committee. Univesity programs participates in the selection of potential courses to be developed by the aforementioned institutions; thus, we are committed to increasing access to post-secondary education in the Province as well as the Parkland region.

A third key strategic direction is to increase program opportunity through research and development. University Programs has developed University Program services by increasing face-to-face offerings for students. By offering Education Professional Studies 100 (EPS 100) we match student objectives and future needs by allowing them access to an Education program in their first year. We also mix and match programs to ensure we are offering the widest array of courses without duplication. For example, the SIAST Economics 120 and 121 courses that are taught in Business Administration directly transfer to Economics 111.3 and 114.3 from the University of Saskatchewan. Removing such duplication allows us to devote more resources to delivering new face-to-face courses.

A fourth key university programs strategic direction is to internally and externally increase and improve communications systems. University Programs has created the University Program Guide and University Course Guide as well as Course Offerings for 2004-05 to make up print based advertising. As well, University Programs has featured radio advertisements on GX94 and Fox 94.1 making radio as its main form of advertising, and run Access ads on Channel 14 beginning in April and running until August 30, 2005 as well as renting a portable billboard to advertise University classes. Trade Shows, Career Fairs, School Visits, SUTIL Visits, Workshops, and Mail outs round out the University Programs marketing plan.

The University Programs has experienced a very high rate of success this year. The number of students withdrawing from classes is very low. Of 734 total individual registrations, only 31 were recorded as withdrawn, which translates to a 95.8% completion rate.

The College that Works...

for learners by providing full-time first and second year University programming off-campus at locations across the Parkland Region.

Technology Enhanced Learning

Major Initiatives

I. Major Initiatives: Adult Basic Education Program

Our Adult Basic Education Program strategy is to increase opportunity and access to technology enhanced learning. Adult Basic Education accomplishes this by using TEL to expand programming availability and by educating instructors on technological enhancements for their classrooms, such as:

- Continued to research and explore programs such as V-class for distance education
- Delivered Information Processing 30 by distance using V-class
- Investigated a provincial site to house a repository of learning objects for colleges for use in Basic Education specific to Saskatchewan needs
- Continued to develop TEL resources including better use of "i-school" and other distance services.

Business and Industry Programs

Our Business and Industry Programs strategy uses TEL to assist adult learners, especially First Nations and rural learners, gain better access to training through non-traditional formats, enhancing current training options and internal information systems, including:

- Increase in offerings of safety training courses with CD-Rom based learning (Construction Safety Training System(CSTS), Petrolium Training Systems (PSTS), Rights & Responsibilities)
- Offering on-line safety training for WHMIS/TDG
- Increasing our offerings for Ed-to-Go as our demand is increasing in online training
- Offering on-site delivery of computer training with the mobile lap top computer lab. This enhances offerings to businesses including First Nations
- Continuing to market TEL options to businesses throughout the region
- Offering in-house and external workshops using TEL (Leadership Conference via satellite).

SIAST and Institute Programs

Our SIAST and Institute Programs strategy is to increase opportunity and access to technology enhanced learning by continuing to investigate regional needs with expansion in this area, including:

- Increased TEL delivery to two remote sites at two different locations (Fort Qu'Appelle and Yorkton)
- Planned to continue offering TEL related training eg. ACCT 135
- Utilized our TEL capacity and looks forward to expanding into classes such as BCOM 120 and ACCT 131. The College has experienced positive feedback from student users.

University Programs

Our strategy is to increase offerings and include online, televised, multi-mode and independent studies classes. Our role is to support students utilizing a variety of modalities, including:

- Active Member in Policy Programs and Planning Committee;
- Active Member on Campus Saskatchewan Management Board
- Support and market university and SIAST televised and Internet classes.

Workbased Programs
(includes JobStart/Future Skills)

- Ensured that TEL or distance education options are utilized when relevant to the training plan
- Workbased is keeping current with SIAST changes to on-line delivery methods.

Career and Student Support Services

Our Career and Student Support Services strategy uses TEL to broaden opportunities for students through personal assessments and career planning. TEL increases the options for information gathering and professional development for students and staff, including:

- Incorporated online activities with learners to work on topics such as Labour Market Research, and Math issues
- Participated in a provincial wide working group to develop and promote the use of E-portfolios within the entire College, as a sub-project to the Rural and Northern Older Worker's project system
- Used online career tools like Employment Readiness Scale (ERS electronically based employment readiness testing) to assess clients' strengths and challenges in relation to becoming successfully employed.

The College that Works...

for learners by developing Technology Enhanced Learning opportunities to allow for convenient access to training at any remote location.

TABLE 1
Comprehensive Enrollment by Program Groups for the Whole College

		Actuals							
		2003-2004				2004-2005			
	Program Groups	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs
SKILLS TRAINING	**Institute Credit:**								
	SIAST	112	241	15	136.1	113	221	17	133.2
	Other	17		15	7.7	0	4	0	1.2
	Apprenticeship & Trade								
	Total Institute Credit	**129**	**241**	**30**	**143.8**	**113**	**225**	**17**	**134.4**
	Industry Credit:								
	Total Industry Credit	**9**	**75**	**438**	**110.0**	**21**	**160**	**497**	**111.5**
	Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)								
	Total Non-Credit	**0**	**99**	**561**	**51**	**0**	**87**	**561**	**48.3**
TOTAL SKILLS TRAINING		**138**	**415**	**1,029**	**304.8**	**134**	**472**	**1,075**	**294.2**
BASIC EDUCATION	**BE Credit:**								
	Adult 12	106	51	-	81.5	99	75	-	91.3
	Adult 10	132	14	-	66.6	73	44	-	59.7
	Academic GED	N/A	N/A	-	N/A	0	27	-	4.5
	Total BE Credit	**238**	**65**	**-**	**148.1**	**172**	**146**	**-**	**155.5**
	BE Non-Credit:								
	Employability/Life Skills	12	31	-	38.5	24	80	-	77.8
	English Language Training	0	20	-	5.6	0	16	-	5.4
	General Academic Studies	19	58	-	47.4	30	68	-	73.0
	Literacy	0	37	-	28.8	0	93	-	40.0
	Total BE Non-Credit	**31**	**146**	**-**	**120.3**	**54**	**257**	**-**	**196.2**
TOTAL BASIC EDUCATION		**269**	**211**	**-**	**268.4**	**226**	**403**	**-**	**351.7**
UNIVERSITY	***Total University***	**74**	**92**	**-**	**82.3**	**90**	**104**	**-**	**93.9**
TOTAL ENROLLMENT		**481**	**718**	**1,029**	**655.5**	**450**	**979**	**1,075**	**739.8**

PT - Part Time
FT - Full Time

Notes for Tables 1 to 1E inclusive:
(1) Workbased is not reflected under the Skills Training program group; therefore the 2003-04 Skills Training Enrollments and FLE's have been reduced accordingly (see Table 5 for Workbased).

(2) In 2004-05 General Academic Studies FLE's have been manually adjusted to reduce FLE's as the Basic Ed non-credit business rule calculation was giving PT students full course participant hours (Table 1E as well).

(3) The Basic Ed credit FT/ PT enrollment count definition has changed to include the condition of minimum attendance of 12 weeks in order to be considered FT, not just based on PT indicator like in 2003-04. Therefore we appear to have more PT Basic Ed credit students this year.

(4) Some Academic GED Credit is still reported under BE non-credit general academic studies, as the GED Credit program category was set up in OCSM end of 2004-05 year.

(5) Industry Credit programs FLE's were overstated in 2003-04 year; therefore have been manually corrected for comparability to 2004-05 FLE's (Table 1E as well).

(6) When program sessions are delivered over two program years, participation in each year will be determined by the courses delivered in each of the two years. The enrollments and student success will be reported in the year that the program session ends.

See Glossary for definitions of terms.

PARKLAND
Regional College

Canora Campus

TABLE 1A
Enrollment by Program Groups for Canora Campus

		Actuals							
		2003-2004				2004-2005			
	Program Groups	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs
SKILLS TRAINING	**Institute Credit:**								
	SIAST	9	60	2	12.7	0	40	2	11.7
	Other								
	Apprenticeship & Trade								
	Total Institute Credit	**9**	**60**	**2**	**12.7**	**0**	**40**	**2**	**11.7**
	Industry Credit:								
	Total Industry Credit	**0**	**15**	**89**	**18.3**	**0**	**12**	**116**	**14.9**
	Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)								
	Total Non-Credit	**0**	**13**	**67**	**5.7**	**0**	**13**	**54**	**5.5**
TOTAL SKILLS TRAINING		**9**	**88**	**158**	**36.7**	**0**	**65**	**172**	**32.1**
BASIC EDUCATION	**BE Credit:**								
	Adult 12								
	Adult 10								
	Academic GED								
	Total BE Credit								
	BE Non-Credit:								
	Employability/Life Skills								
	English Language Training								
	General Academic Studies	0	21	0	4.5				
	Literacy					0	18	0	3.0
	Total BE Non-Credit	**0**	**21**	**0**	**4.5**	**0**	**18**	**0**	**3.0**
TOTAL BASIC EDUCATION		**0**	**21**	**0**	**4.5**	**0**	**18**	**0**	**3.0**
UNIVERSITY	***Total University***	**1**	**8**	**0**	**2.9**	**0**	**11**	**0**	**1.5**
TOTAL ENROLLMENT		**10**	**117**	**158**	**44.1**	**0**	**94**	**172**	**36.6**

PT - Part Time
FT - Full Time
Cas - Casual
FLE - Full Load Equivalent

Enrollment by Program

TABLE 1
Comprehensive Enrollment by Program Groups for the Whole College

		Actuals							
		2003-2004				2004-2005			
	Program Groups	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs
SKILLS TRAINING	**Institute Credit:**								
	SIAST	112	241	15	136.1	113	221	17	133.2
	Other	17		15	7.7	0	4	0	1.2
	Apprenticeship & Trade								
	Total Institute Credit	**129**	**241**	**30**	**143.8**	**113**	**225**	**17**	**134.4**
	Industry Credit:								
	Total Industry Credit	**9**	**75**	**438**	**110.0**	**21**	**160**	**497**	**111.5**
	Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)								
	Total Non-Credit	**0**	**99**	**561**	**51**	**0**	**87**	**561**	**48.3**
TOTAL SKILLS TRAINING		**138**	**415**	**1,029**	**304.8**	**134**	**472**	**1,075**	**294.2**
BASIC EDUCATION	**BE Credit:**								
	Adult 12	106	51		81.5	99	75		91.3
	Adult 10	132	14	-	66.6	73	44	-	59.7
	Academic GED	N/A	N/A	-	N/A	0	27	-	4.5
	Total BE Credit	**238**	**65**	-	**148.1**	**172**	**146**	-	**155.5**
	BE Non-Credit:								
	Employability Life Skills	12	31		38.5	24	80		33.8
	English Language Training	0	20	-	8.6	0	26	-	5.4
	General Academic Studies	19	58	-	47.4	30	98	-	73.0
	Literacy	0	37		28.8	0	93	-	40.0
	Total BE Non-Credit	**31**	**146**	-	**120.3**	**54**	**257**	-	**196.2**
TOTAL BASIC EDUCATION		**269**	**211**	-	**268.4**	**226**	**403**	-	**351.7**
UNIVERSITY	*Total University*	**74**	**92**	-	**82.3**	**90**	**104**	-	**93.9**
TOTAL ENROLLMENT		**481**	**718**	**1,029**	**655.5**	**450**	**979**	**1,075**	**739.6**

PT - Part Time
FT - Full Time

Notes for Tables 1 to 1E Inclusive:
(1) Workbased is not reflected under the Skills Training program group; therefore the 2003-04 Skills Training Enrollments and FLE's have been reduced accordingly (see Table 5 for Workbased).

(2) In 2004-05 General Academic Studies FLE's have been manually adjusted to reduce FLE's as the Basic Ed non-credit business rule calculation was giving PT students full course participant hours (Table 1E as well).

(3) The Basic Ed credit FT/ PT enrollment count definition has changed to include the condition of minimum attendance of 12 weeks in order to be considered FT, not just based on PT indicator like in 2003-04. Therefore we appear to have more PT Basic Ed credit students this year.

(4) Some Academic GED Credit is still reported under BE non-credit general academic studies, as the GED Credit program category was set up in OCSM end of 2004-05 year.

(5) Industry Credit programs FLE's were overstated in 2003-04 year; therefore have been manually corrected for comparability to 2004-05 FLE's (Table 1E as well).

(6) When program sessions are delivered over two program years, participation in each year will be determined by the courses delivered in each of the two years. The enrollments and student success will be reported in the year that the program session ends.

See Glossary for definitions of terms.

PARKLAND
Regional College

Enrollment byProgram

Canora Campus

TABLE 1A
Enrollment by Program Groups for Canora Campus

		Actuals							
		2003-2004				2004-2005			
	Program Groups	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs
SKILLS TRAINING	**Institute Credit:**								
	SIAST	9	60	2	12.7	0	40	2	11.7
	Other								
	Apprenticeship & Trade								
	Total Institute Credit	9	60	2	12.7	0	40	2	11.7
	Industry Credit:								
	Total Industry Credit	0	15	89	18.3	0	12	116	14.9
	Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)								
	Total Non-Credit	0	13	67	5.7	0	13	54	5.5
TOTAL SKILLS TRAINING		9	88	158	36.7	0	65	172	32.1
BASIC EDUCATION	**BE Credit:**								
	Adult 12								
	Adult 10								
	Academic GED								
	Total BE Credit								
	BE Non-Credit:								
	Employability Life Skills								
	English Language Training								
	General Academic Studies	0	21	0	4.5				
	Literacy					0	18	0	3.0
	Total BE Non-Credit	0	21	0	4.5	0	18	0	3.0
TOTAL BASIC EDUCATION		0	21	0	4.5	0	18	0	3.0
UNIVERSITY	*Total University*	1	8	0	2.9	0	11	0	1.5
TOTAL ENROLLMENT		10	117	158	44.1	0	94	172	36.6

PT - Part Time
FT - Full Time
Cas - Casual
FLE - Full Load Equivalent

Esterhazy Campus

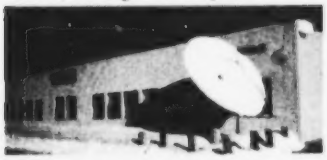

TABLE 1B
Enrollment by Program Groups for Esterhazy Campus

		Actuals							
		2003-2004				2004-2005			
	Program Groups	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs
SKILLS TRAINING	**Institute Credit:**								
	SIAST	1	41	1	7.2	0	16	0	2.3
	Other								
	Apprenticeship & Trade								
	Total Institute Credit	**1**	**41**	**1**	**7.2**	**0**	**16**	**0**	**2.3**
	Industry Credit:								
	Total Industry Credit	**0**	**4**	**40**	**3.1**	**0**	**13**	**28**	**3.4**
	Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)								
	Total Non-Credit	**0**	**16**	**89**	**11.7**	**0**	**0**	**49**	**1.8**
TOTAL SKILLS TRAINING		**1**	**61**	**130**	**22.0**	**0**	**29**	**77**	**7.5**
BASIC EDUCATION	**BE Credit:**								
	Adult 12	12	13		11.6	9	8		8.4
	Adult 10	8	4		7.7	10	3		8.1
	Academic GED	N/A	N/A		N/A	0	0		0
	Total BE Credit	**20**	**17**		**19.3**	**19**	**11**		**16.5**
	BE Non-Credit:								
	Employability/Life Skills								
	English Language Training								
	General Academic Studies								
	Literacy					0	7	0	0.7
	Total BE Non-Credit	**0**	**0**	**0**	**0**	**0**	**7**	**0**	**0.7**
TOTAL BASIC EDUCATION		**20**	**17**	**0**	**19.3**	**19**	**18**	**0**	**17.2**
UNIVERSITY	***Total University***	**0**	**3**	**0**	**0.5**	**0**	**2**	**0**	**0.2**
TOTAL ENROLLMENT		**21**	**81**	**130**	**41.8**	**19**	**49**	**77**	**24.9**

PT - Part Time
FT - Full Time
Cas - Casual
FLE - Full Load Equivalent

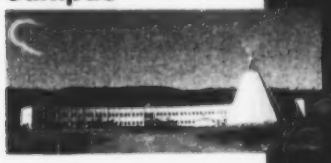

TABLE 1C
Enrollment by Program Groups for Fort Qu'Appelle Campus

		Actuals							
		2003-2004				2004-2005			
	Program Groups	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs
SKILLS TRAINING	**Institute Credit:**								
	SIAST	13	43	0	11.8	19	44	0	12.5
	Other								
	Apprenticeship & Trade								
	Total Institute Credit	**13**	**43**	**0**	**11.8**	**19**	**44**	**0**	**12.5**
	Industry Credit:								
	Total Industry Credit	**0**	**0**	**17**	**0.2**	**0**	**2**	**25**	**2.7**
	Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)								
	Total Non-Credit	**0**	**4**	**65**	**2.7**	**0**	**18**	**71**	**7.7**
TOTAL SKILLS TRAINING		**13**	**47**	**82**	**14.7**	**19**	**64**	**96**	**22.9**
BASIC EDUCATION	**BE Credit:**								
	Adult 12	22	12		12.6	22	19		17.0
	Adult 10	48	9		17.8	15	13		13.8
	Academic GED	N/A	N/A		N/A				
	Total BE Credit	**70**	**21**		**30.4**	**37**	**32**		**30.8**
	BE Non-Credit:								
	Employability/Life Skills	0	0		8.8	10	21		25.6
	English Language Training								
	General Academic Studies					8	24		15.5
	Literacy					0	6		1.1
	Total BE Non-Credit	**0**	**0**		**8.8**	**18**	**51**		**42.2**
TOTAL BASIC EDUCATION		**70**	**21**		**39.2**	**55**	**83**		**73.0**
UNIVERSITY	***Total University***	**1**	**15**		**3.2**	**5**	**27**		**8.0**
TOTAL ENROLLMENT		**84**	**83**	**82**	**57.1**	**79**	**174**	**96**	**103.9**

PT - Part Time
FT - Full Time
Cas - Casual
FLE - Full Load Equivalent

Enrollment by Program

Esterhazy Campus

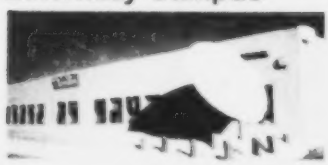

TABLE 1B
Enrollment by Program Groups for Esterhazy Campus

		Actuals							
		2003-2004				2004-2005			
	Program Groups	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FTEs	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FTEs
SKILLS TRAINING	**Institute Credit:**								
	SIAST	1	41	1	7.2	0	16	0	2.3
	Other								
	Apprenticeship & Trade								
	Total Institute Credit	1	41	1	7.2	0	16	0	2.3
	Industry Credit:								
	Total Industry Credit	0	4	40	3.1	0	13	28	3.4
	Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)								
	Total Non-Credit	0	16	89	11.7	0	0	49	1.8
TOTAL SKILLS TRAINING		1	61	130	22.0	0	29	77	7.5
BASIC EDUCATION	**BE Credit:**								
	Adult 12	12	13		11.6	9	8		8.4
	Adult 10	8	4		7.7	10	3		8.1
	Academic GED	N/A	N/A		N/A	0	0		0
	Total BE Credit	20	17		19.3	19	11		16.5
	BE Non-Credit:								
	Employability Life Skills								
	English Language Training								
	General Academic Studies								
	Literacy					0	7	0	0.7
	Total BE Non-Credit	0	0	0	0	0	7	0	0.7
TOTAL BASIC EDUCATION		20	17	0	19.3	19	18	0	17.2
UNIVERSITY	*Total University*	0	3	0	0.5	0	2	0	0.2
TOTAL ENROLLMENT		21	81	130	41.8	19	49	77	24.9

PT - Part Time
FT - Full Time
Cas - Casual
FLE - Full Load Equivalent

The College That Works!

PARKLAND
Regional College

Enrollment byProgram

Fort Qu'Appelle Campus

TABLE 1C
Enrollment by Program Groups for Fort Qu'Appelle Campus

		Actuals							
		2003-2004				2004-2005			
	Program Groups	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs
SKILLS TRAINING	**Institute Credit:**								
	SIAST	13	43	0	11.8	19	44	0	12.5
	Other								
	Apprenticeship & Trade								
	Total Institute Credit	13	43	0	11.8	19	44	0	12.5
	Industry Credit:								
	Total Industry Credit	0	0	17	0.2	0	2	25	2.7
	Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)								
	Total Non-Credit	0	4	65	2.7	0	18	71	7.7
TOTAL SKILLS TRAINING		13	47	82	14.7	19	64	96	22.9
BASIC EDUCATION	**BE Credit:**								
	Adult 12	22	12		12.6	22	10		17.0
	Adult 10	48	9		17.8	15	13		13.8
	Academic GED	N/A	N/A		N/A				
	Total BE Credit	70	21		30.4	37	32		30.8
	BE Non-Credit:								
	Employability Life Skills	0	0		5.8	10	50		29.0
	English Language Training								
	General Academic Studies					8	24		9.5
	Literacy						3		
	Total BE Non-Credit	0	0		8.8	18	81		42.2
TOTAL BASIC EDUCATION		70	21		39.2	55	83		73.0
UNIVERSITY	*Total University*	1	15		3.2	5	27		8.0
TOTAL ENROLLMENT		84	83	82	57.1	79	174	96	103.9

PT - Part Time
FT - Full Time
Cas - Casual
FLE - Full Load Equivalent

The College that Works!

Enrollment by Program

Melville Campus

TABLE 1D
Enrollment by Program Groups for Melville Campus

		Actuals							
		2003-2004				2004-2005			
	Program Groups	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs
SKILLS TRAINING	**Institute Credit:**								
	SIAST	11	7	3	13.4	15	30	17	10.4
	Other								
	Apprenticeship & Trade								
	Total Institute Credit	**11**	**7**	**3**	**13.4**	**15**	**30**	**17**	**10.4**
	Industry Credit:								
	Total Industry Credit	**0**	**1**	**45**	**3.8**	**0**	**10**	**89**	**15.2**
	Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)								
	Total Non-Credit	**0**	**0**	**45**	**1.5**	**0**	**9**	**34**	**4.0**
TOTAL SKILLS TRAINING		**11**	**8**	**93**	**18.7**	**15**	**49**	**140**	**29.6**
BASIC EDUCATION	**BE Credit:**								
	Adult 12	15	10		14.3	8	12		10.1
	Adult 10	21	1		12.1	15	13		15.5
	Academic GED	N/A	N/A		N/A	0	14		1.3
	Total BE Credit	**36**	**11**		**26.4**	**23**	**39**		**26.9**
	BE Non-Credit:								
	Employability Life Skills								
	English Language Training								
	General Academic Studies								
	Literacy					0	6		0.5
	Total BE Non-Credit					**0**	**6**		**0.5**
TOTAL BASIC EDUCATION		**36**	**11**		**26.4**	**23**	**45**		**27.4**
UNIVERSITY	***Total University***	**0**	**9**		**1.4**	**1**	**5**		**1.7**
TOTAL ENROLLMENT		**47**	**28**	**93**	**46.5**	**39**	**99**	**140**	**58.7**

PT - Part Time
FT - Full Time
Cas - Casual
FLE - Full Load Equivalent

PARKLAND
Regional College

Enrollment by Program

Yorkton Campus

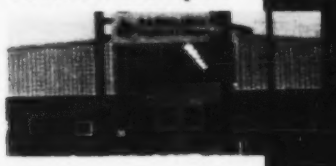

TABLE 1E
Enrollment by Program Groups for Yorkton Campus

		Actuals							
		2003-2004				2004-2005			
	Program Groups	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs
SKILLS TRAINING	**Institute Credit:**								
	SIAST	78	103	14	91.0	79	97	0	96.2
	Other	17	0	15	7.7	0	4	0	1.2
	Apprenticeship & Trade								
	Total Institute Credit	**95**	**103**	**29**	**98.7**	**79**	**101**	**0**	**97.4**
	Industry Credit:								
	Total Industry Credit	**9**	**53**	**256**	**84.7**	**21**	**116**	**272**	**75.3**
	Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)								
	Total Non-Credit	**0**	**63**	**308**	**29.3**	**0**	**45**	**363**	**29.2**
TOTAL SKILLS TRAINING		**104**	**219**	**593**	**212.7**	**100**	**262**	**635**	**201.9**
BASIC EDUCATION	**BE Credit:**								
	Adult 12	57	16		42.9	60	36		55.8
	Adult 10	55	1		29.0	33	15		22.2
	Academic GED	N/A	N/A		N/A	0	13		3.2
	Total BE Credit	**112**	**17**		**71.9**	**93**	**64**		**81.2**
	BE Non-Credit:								
	Employability Life Skills	12	31		29.7	14	59		52.1
	English Language Training	0	20		5.6	0	16		5.4
	General Academic Studies	19	37		42.9	22	44		57.5
	Literacy	0	37		28.8	0	56		34.7
	Total BE Non-Credit	**31**	**125**		**107.0**	**36**	**175**		**149.7**
TOTAL BASIC EDUCATION		**143**	**142**		**178.9**	**129**	**239**		**230.9**
UNIVERSITY	***Total University***	**68**	**71**		**74.3**	**81**	**76**		**82.5**
TOTAL ENROLLMENT		315	432	593	465.9	310	577	635	515.3

PT - Part Time
FT - Full Time
Cas - Casual
FLE - Full Load Equivalent

Enrollment by Program

Melville Campus

TABLE 1D
Enrollment by Program Groups for Melville Campus

		Actuals							
		2003-2004				2004-2005			
	Program Groups	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs
SKILLS TRAINING	**Institute Credit:**								
	SIAST	11	7	3	13.4	15	30	17	10.4
	Other								
	Apprenticeship & Trade								
	Total Institute Credit	11	7	3	13.4	15	30	17	10.4
	Industry Credit:								
	Total Industry Credit	0	1	45	3.8	0	10	89	15.2
	Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)								
	Total Non-Credit	0	0	45	1.5	0	9	34	4.0
TOTAL SKILLS TRAINING		11	8	93	18.7	15	49	140	29.6
BASIC EDUCATION	**BE Credit:**								
	Adult 12	15	10		14.3	8	12		10.1
	Adult 10	21	1		12.1	15	13		15.5
	Academic GED	N/A	N/A		N/A	0	14		1.3
	Total BE Credit	36	11		26.4	23	39		26.9
	BE Non-Credit:								
	Employability Life Skills								
	English Language Training								
	General Academic Studies								
	Literacy					0	6		0.5
	Total BE Non-Credit					0	6		0.5
TOTAL BASIC EDUCATION		36	11		26.4	23	45		27.4
UNIVERSITY	*Total University*	0	9		1.4	1	5		1.7
TOTAL ENROLLMENT		47	28	93	46.5	39	99	140	58.7

PT - Part Time
FT - Full Time
Cas - Casual
FLE - Full Load Equivalent

The College That Works!

PARKLAND
Regional College

Enrollment by Program

Yorkton Campus

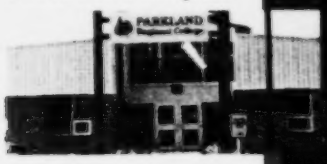

TABLE 1E
Enrollment by Program Groups for Yorkton Campus

		Actuals							
		2003-2004				2004-2005			
	Program Groups	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs
SKILLS TRAINING	**Institute Credit:**								
	SIAST	78	103	14	91.0	79	97	0	96.2
	Other	17	0	15	7.7	0	4	0	1.2
	Apprenticeship & Trade								
	Total Institute Credit	**95**	**103**	**29**	**98.7**	**79**	**101**	**0**	**97.4**
	Industry Credit:								
	Total Industry Credit	**9**	**53**	**256**	**84.7**	**21**	**116**	**272**	**75.3**
	Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)								
	Total Non-Credit	**0**	**63**	**308**	**29.3**	**0**	**45**	**363**	**29.2**
TOTAL SKILLS TRAINING		**104**	**219**	**593**	**212.7**	**100**	**262**	**635**	**201.9**
BASIC EDUCATION	**BE Credit:**								
	Adult 12	57	16		42.9	60	36		55.8
	Adult 10	55	1		29.0	33	15		22.2
	Academic GED	N/A	N/A		N/A	0	13		3.2
	Total BE Credit	**112**	**17**		**71.9**	**93**	**64**		**81.2**
	BE Non-Credit:								
	Employability Life Skills	12	31		36.2	14	58		53.1
	English Language Training	0	20		5.6	2	16		7.4
	General Academic Studies	19	37		47.9	35	44		87.3
	Literacy	0	37		28.8	0	56		34.7
	Total BE Non-Credit	**31**	**125**		**107.0**	**36**	**175**		**149.7**
TOTAL BASIC EDUCATION		**143**	**142**		**178.9**	**129**	**239**		**230.9**
UNIVERSITY	*Total University*	**68**	**71**		**74.3**	**81**	**76**		**82.5**
TOTAL ENROLLMENT		**315**	**432**	**593**	**465.9**	**310**	**577**	**635**	**515.3**

PT - Part Time
FT - Full Time
Cas - Casual
FLE - Full Load Equivalent

The College That Works!

TABLE 2
Equity Participation by Program Groups for the Whole College

Notes for Table 2 & 4:
(1) 2003-04 enrollment totals are lower on this chart as Workbased is not included.

(2) Equity statistics are not collected for Short Study Industry Credit and Skills Training Non-Credit programs.

(3) Equity statistics are voluntary and only students willing to declare were reported.

PT - Part Time
FT - Full Time
Cas - Casual

		Actuals																											
		2003-2004												2004-2005															
	Program Groups	Aboriginal			Visible Minority			Disability			Total Enrollment			Aboriginal			Visible Minority			Disability			Total Enrollment		
		FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas
SKILLS TRAINING	**Institute Credit:**																								
	SIAST	33	58	0	3	4	0	2	2	0	112	241	15	32	76	1	5	9	0	1	4	0	113	221	17
	Other	1	0	2	0	0	0	0	0	0	17	0	15	0	0	0	0	0	0	0	0	0	0	4	0
	Apprenticeship & Trade																								
	Total Institute Credit	**34**	**58**	**2**	**3**	**4**	**0**	**2**	**2**	**0**	**129**	**241**	**30**	**32**	**76**	**1**	**5**	**9**	**0**	**1**	**4**	**0**	**113**	**225**	**17**
	Industry Credit:																								
	Total Industry Credit	**0**	**19**	**42**	**0**	**14**	**9**	**1**	**1**	**9**	**9**	**75**	**438**	**2**	**27**	**69**	**0**	**5**	**7**	**1**	**2**	**10**	**21**	**160**	**497**
	Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)																								
	Total Non-Credit	**0**	**0**	**13**	**0**	**0**	**3**	**0**	**4**	**8**	**0**	**99**	**561**	**0**	**16**	**50**	**0**	**2**	**10**	**0**	**2**	**6**	**0**	**87**	**561**
	TOTAL SKILLS TRAINING CREDIT	**34**	**77**	**57**	**3**	**18**	**12**	**3**	**7**	**17**	**138**	**415**	**1029**	**34**	**119**	**120**	**5**	**16**	**17**	**2**	**8**	**16**	**134**	**472**	**1075**
BASIC EDUCATION	**Basic Education Credit:**																								
	Adult 12	76	15	0	8	3	0	6	0	0	106	51	0	55	17	0	4	5	0	4	3	0	99	75	0
	Adult 10	104	8	0	13	1	0	4	1	0	132	14	0	47	28	0	6	4	0	5	3	0	73	44	0
	Academic GED	NA	NA		NA	NA		NA	NA		NA	NA		0	18	0	0	1	0	0	2	0	0	27	0
	Total BE Credit	**174**	**23**	**0**	**21**	**4**	**0**	**10**	**1**	**0**	**238**	**65**	**0**	**102**	**83**	**0**	**10**	**10**	**0**	**9**	**8**	**0**	**172**	**146**	**0**
	Basic Education Non-Credit:																								
	Employability Life Skills	5	9	0	0	1	0	1	6	0	12	31	0	12	39	0	0	2	0	0	9	0	24	80	0
	English Language Training	0	0	0	0	5	0	0	0	0	0	20	0	0	0	0	0	9	0	0	0	0	0	16	0
	General Academic Studies	14	38	0	2	5	0	1	3	0	17	58	0	27	42	0	1	4	0	1	2	0	30	68	0
	Literacy	0	15	0	0	5	0	0	3	0	0	37	0	0	58	0	0	9	0	0	5	0	0	93	0
	Total BE Non-Credit	**19**	**62**	**0**	**2**	**16**	**0**	**2**	**12**	**0**	**31**	**146**	**0**	**39**	**139**	**0**	**1**	**24**	**0**	**1**	**16**	**0**	**54**	**257**	**0**
	TOTAL BASIC EDUCATION	**193**	**85**	**0**	**23**	**20**	**0**	**12**	**13**	**0**	**269**	**211**	**0**	**141**	**222**	**0**	**11**	**34**	**0**	**10**	**24**	**0**	**226**	**403**	**0**
UNIVERSITY	*Total University*	**10**	**15**	**0**	**5**	**1**	**0**	**2**	**1**	**0**	**74**	**92**	**0**	**19**	**19**	**0**	**3**	**4**	**0**	**0**	**0**	**0**	**90**	**104**	**0**
	TOTAL ENROLLMENT	**237**	**177**	**57**	**31**	**39**	**12**	**17**	**21**	**17**	**481**	**718**	**1029**	**194**	**360**	**120**	**19**	**54**	**17**	**12**	**32**	**16**	**450**	**979**	**1075**

TABLE 3
Student Success by Program Groups For the Whole College

Notes for Tables 3 & 4:

(1) We did not 'graduate' Academic GED Credit, University and part-time institute credit, all are under completed columns for both academic years.

(2) We did do follow-up for 2003-04 year for these areas only: Basic Education Credit, Basic Education Non-Credit, Full-time Institute Credit and Full-time Industry Credit.

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(6) Effective 2004-05 all Industry Credit students including part-time graduated, therefore the number of graduates will be higher, as they were all 'completed' in 03-04.

Completed = the total number of students who completed course requirements or remained to the end of the program.

Graduated = the number of students who successfully completed all course requirements resulting in achievement of certification by a recognized credit granting institution or recognized by industry.

		Actuals																							
		2003-2004												2004-2005											
	Program Groups	Total Students Completed			Total Students Graduated			Total Employed			Total Going to Further Training			Total Students Completed			Total Students Graduated			Total Employed			Total Going to Further Training		
		FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas
Skills Training	**Institute Credit:**																								
	SIAST	18	226	15	72	0	0	47	22	0	10	9	0	21	141	2	67	52	15	n/a	n/a	n/a	n/a	n/a	n/a
	Other	0	0	15	14	0	0	13	0	0	1	0	0	0	4	0	0	0	0	n/a	n/a	n/a	n/a	n/a	n/a
	Apprenticeship & Trade																			n/a	n/a	n/a	n/a	n/a	n/a
	Total Institute Credit	18	226	30	86	0	0	60	22	0	11	9	0	21	145	2	67	52	15	n/a	n/a	n/a	n/a	n/a	n/a
	Industry Credit:																								
	Total Industry Credit	0	69	437	8	0	0	7	11	0	0	1	0	10	43	15	7	123	489	n/a	n/a	n/a	n/a	n/a	n/a
	Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)																								
	Total Non-Credit	0	99	561	0	0	0	0	0	0	0	0	0	0	87	558	0	0	0	n/a	n/a	n/a	n/a	n/a	n/a
	TOTAL SKILLS TRAINING	18	394	1028	94	0	0	67	33	0	11	10	0	31	275	575	74	175	504	n/a	n/a	n/a	n/a	n/a	n/a
Basic Education	**Basic Education Credit:**																								
	Adult 12	48	28	0	13	7	0	14	23	0	41	4	0	57	38	0	22	1	0	n/a	n/a	n/a	n/a	n/a	n/a
	Adult 10	33	20	0	24	6	0	10	7	0	30	14	0	27	7	0	27	0	0	n/a	n/a	n/a	n/a	n/a	n/a
	Academic GED	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	0	27	0	0	0	0	n/a	n/a	n/a	n/a	n/a	n/a
	Total BE Credit	81	48	0	38	13	0	24	30	0	80	18	0	84	72	0	49	1	0	n/a	n/a	n/a	n/a	n/a	n/a
	Basic Education Non-Credit:																								
	Employability Life Skills	7	22	0	0	0	0	3	10	0	1	2	0	22	45	0	0	0	0	n/a	n/a	n/a	n/a	n/a	n/a
	English Language Training	0	12	0	0	0	0	0	3	0	0	3	0	0	13	0	0	0	0	n/a	n/a	n/a	n/a	n/a	n/a
	General Academic Studies	5	58	0	0	0	0	0	16	0	3	20	0	18	57	0	0	0	0	n/a	n/a	n/a	n/a	n/a	n/a
	Literacy	0	23	0	0	0	0	0	5	0	0	8	0	0	66	0	0	0	0	n/a	n/a	n/a	n/a	n/a	n/a
	Total BE Non-Credit	12	115	0	0	0	0	3	35	0	4	38	0	40	181	0	0	0	0	n/a	n/a	n/a	n/a	n/a	n/a
	TOTAL BASIC EDUCATION	93	163	0	38	13	0	27	65	0	84	56	0	124	253	0	49	1	0	n/a	n/a	n/a	n/a	n/a	n/a
UNIVERSITY	*Total University*	71	89	0	0	0	0	0	0	0	0	0	0	87	97	0	0	0	0	n/a	n/a	n/a	n/a	n/a	n/a
	TOTAL ENROLLMENT	182	646	1028	132	13	0	94	98	0	95	66	0	242	625	575	123	176	504	n/a	n/a	n/a	n/a	n/a	n/a

Equity Participation

TABLE 2
Equity Participation by Program Groups for the Whole College

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(1) 2003-04 enrollment totals are lower on this chart as Workbased is not included.

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(3) Equity statistics are voluntary and only students willing to declare were reported.

PT - Part Time
FT - Full Time
Cas - Casual

		Actuals																													
		2003 2004																2004 2005													
	Program Groups	Aboriginal			Visible Minority			Disabilities			Total Enrollment			Aboriginal			Visible Minority			Disabilities			Total Enrollment							
		FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas						
SKILLS FOR CHANGE	**Institute Credit:**																														
	Total Institute Credit	44	58	2	3	4	0	2	2	0	129	241	90	92	76	1	5	9	0	1	4	0	113	225	17						
	Industry Credit:																														
	Total Industry Credit	0	19	42	0	14	9	1	1	9	9	75	438	2	37	69	0	5	7	1	2	10	21	160	497						
	Non-Credit (Industry Non-Credit, Community Individual Non-Credit, Personal Interest Non-Credit)																														
	Total Non Credit	0	0	13	0	0	4	0	4	8	0	99	561	0	16	50	0	2	10	0	2	6	0	87	561						
	TOTAL SKILLS FOR CHANGE	34	77	57	3	18	12	3	7	17	138	415	1029	34	119	120	5	16	17	2	8	16	134	472	1075						
BASIC EDUCATION	**Basic Education Credit:**																														
	Adult 12	30	16	0	2	3	0	0	1	0	106	51	0	55	37	0	4	5	0	4	3	0	99	55	0						
	Adult 11	104	5	0	11	1	0	1	1	0	113	14	0	1	28	0	6	4	0	5	5	0	111	41	0						
	Academic Upgrading	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0	15	0	1	1	0	0	1	0	0	37	0						
	Total BE Credit	134	21	0	21	4	0	1	2	0	219	65	0	102	83	0	10	10	0	9	8	0	172	146	0						
	Basic Education Non-Credit:																														
	Employment	5			1			1			17	43	0	17	30	0	0	3	0	0	9	0	23	80	0						
	Life Skills	0			0			0			0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
	Pre-Employment	0			0			0			0	20	0	0	0	0	0	0	0	0	0	0	0	16	0						
	Training																														
	Upgrading	12	5	0	2	2	0	1	2	0	38	58	0	27	42	0	1	4	0	1	2	0	80	98	0						
	Welcome	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
	Education	0	12	0	0	5	0	0	3	0	0	37	0	0	58	0	0	0	0	0	2	0	0	93	0						
	Total BE Non Credit	19	62	0	3	16	0	2	12	0	55	146	0	44	130	0	1	24	0	1	16	0	54	257	0						
	TOTAL BASIC EDUCATION	193	85	0	23	20	0	12	13	0	274	211	0	141	222	0	11	34	0	10	24	0	226	403	0						
UNIVERSITY	*Total Courses*	10	15	0	5	1	0	2	1	0	74	92	0	19	19	0	3	4	0	0	0	0	90	104	0						
	TOTAL ENROLLMENT	237	177	57	31	39	17	17	21	17	481	718	1029	194	360	120	19	63	17	12	32	16	450	979	1075						

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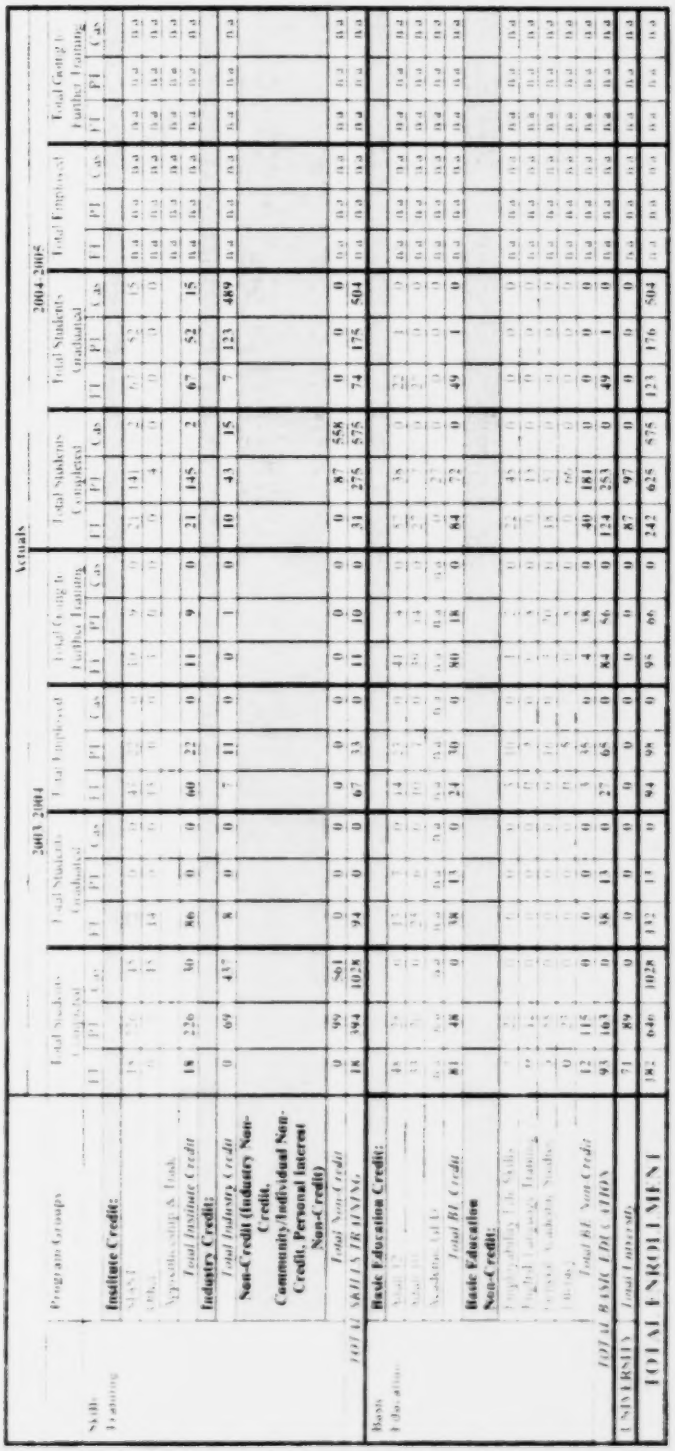

Equity Participation Completers & Graduates

TABLE 4
Equity Participation Completers and Graduates by Program Group for the Whole College

	Program Groups	2003 2004										2004 2005									
		Aboriginal			Visible Minority			Disability				Aboriginal			Visible Minority			Disability			
		E	C	G	E	C	G	E	C	G		E	C	G	E	C	G	E	C	G	
SKILLS TRAINING	**Institute Credit:**																				
	YTEST																				
	Other																				
	Apprentice, Adapt & Trades	94	56	12	7	6	0	4	2	1	109	32	44	14	2	10	5	4	1		
	Total Institute Credit																				
	Industry Credit:																				
	Total Industry Credit	61	55	0	23	20	0	11	11	0	98	2	95	12	0	12	13	1	12		
	Non-Credit (Industry, Non-Credit, Community Individual Non-Credit, Personal Interest Non-Credit)																				
	Total Non Credit	13	13	0	1	1	0	12	12	0	86	65	0	12	12	0	8	7	0		
	TOTAL SKILLS TRAINING CREDIT	168	123	12	33	29	0	27	25	1	273	99	139	38	14	22	26	12	13		
BASIC EDUCATION	**Basic Education Credit:**																				
	Adult 12	85	71	11	11	2	1	4	1	1	92	13	13	9	4	1	7	4	0		
	Adult 10	113	58	14	7	3	1	1	1	0	55	19	13	11	1	1	8	3	1		
	Academic GED	49	39	6	4	2	0	4	2	0	18	18	0	1	1	0	3	1	0		
	Total BE Credit	247	170	31	25	9	2	11	5	2	165	71	30	20	10	1	17	11	0		
	Basic Education Non-Credit:																				
	Employment Life Skills	11	10	0	1	1	0	1	1	0	53	24	0	2	2	0	5	5	0		
	English Language Training	11	10	0	1	1	0	1	1	0	10	0	0	0	0	0	0	0	0		
	General Academic Studies	57	40	0	6	4	0	4	3	0	49	0	0	0	0	0	3	3	0		
	Literacy	15	11	0	1	0	0	1	0	0	58	1	0	0	0	0	1	1	0		
	Total BE Non Credit	81	61	0	18	14	0	14	7	0	179	100	0	25	16	0	17	11	0		
	TOTAL BASIC EDUCATIONS	278	131	33	43	23	4	25	12	2	363	186	30	45	26	1	34	22	0		
	UNIVERSITY *Total University*	25	21	0	6	6	0	4	1	0	38	17	0	0	0	0	0	0	0		
	TOTAL ENROLLMENT	471	275	45	82	58	5	55	30	3	674	316	169	90	47	23	60	34	13		

E - Total enrollment
C - Completers
G - Graduates

TABLE 4
Equity Participation Completers and Graduates by Program Group for the Whole College

	Program Groups	Actuals																					
		2003-2004									2004-2005												
		Aboriginal			Visible Minority			Disability			Aboriginal			Visible Minority			Disability		
		E	C	G	E	C	G	E	C	G	E	C	G	E	C	G	E	C	G
SKILLS TRAINING	**Institute Credit:**																		
	SIAST	91	53	11	7	6	0	4	2	1	109	32	44	14	2	10	5	4	1
	Other	3	2	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Apprenticeship & Trade																		
	Total Institute Credit	94	55	12	7	6	0	4	2	1	109	32	44	14	2	10	5	4	1
	Industry Credit:																		
	Total Industry Credit	61	55	0	23	20	0	11	11	0	98	2	95	12	0	12	13	1	12
	Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)																		
	Total Non Credit	13	13	0	3	3	0	12	12	0	66	65	0	12	12	0	8	7	0
	TOTAL SKILLS TRAINING CREDIT	168	123	12	33	29	0	27	25	1	273	99	139	38	14	22	26	12	13
BASIC EDUCATION	**Basic Education Credit:**																		
	Adult 12	85	32	10	11	2	1	6	4	1	92	34	15	9	4	0	7	4	0
	Adult 10	112	38	21	14	7	4	5	1	1	75	19	15	10	5	1	8	5	0
	Academic GED	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	18	18	6	1	1	0	2	2	0
	Total BE Credit	197	70	33	25	9	5	11	5	2	185	71	30	20	10	1	17	11	0
	Basic Education Non-Credit:																		
	Employability Life Skills	14	10	0	1	1	0	7	3	0	51	24	0	2	0	0	9	5	0
	English Language Training	0	0	0	5	4	0	0	0	0	0	0	0	9	7	0	0	0	0
	General Academic Studies	52	40	0	7	6	0	4	2	0	69	48	0	5	1	0	3	3	0
	Literacy	15	11	0	5	3	0	3	2	0	58	37	0	9	8	0	5	3	0
	Total BE Non-Credit	81	61	0	18	14	0	14	7	0	178	109	0	25	16	0	17	11	0
	TOTAL BASIC EDUCATION	278	131	33	43	23	5	25	12	2	363	180	30	45	26	1	34	22	0
UNIVERSITY	*Total University*	25	21	0	6	6	0	3	3	0	38	37	0	7	7	0	0	0	0
	TOTAL ENROLLMENT	471	275	45	82	58	5	55	40	3	674	316	169	90	47	23	60	34	13

E - Total enrollment
C - Completers
G - Graduates

TABLE 5
Workbased Training for the Whole College
(Within the Program Year July 1,2004 to June 30, 2005)

Program Year	Distinct Employers	Contracts	Total Trainees	Trainee Outcomes				Department Funding (Paid Dollars)
				In Progress	Completed Successfully	Completed Unsuccessfully	Did Not Complete	
2002-03	12	14	34	0	24	2	8	$109,105
2003-04	20	24	60	0	25	30	5	$225,227
2004-05 *	18	21	55	10	33	6	6	$131,643

(1) Time periods are based upon the Program Year (July 1 June 30) for all contracts beginning in that year.

(2) 2004-05 results appear low as much of the data is still being collected and many of the contracts are still active.

(3) Results include both Workbased Training for the Unemployed and Workbased Training for the Employed.

(4) Department Funding is based on payments made to the colleges less any admin fees, as of November 16, 2005.

(5) All individual client counts are based upon unique individuals.

Human Resources

Major Initiatives

We were able to increase our inscope staff by three full time equivalents in response to increased programming demands. The number of instructional positions we have are related to our program offerings. We attempt to ensure that increases in administrative or non-instructional staff are sustainable.

This past year, we introduced a revised annual review process that puts more emphasis upon goals and long term professional development plans. Staff has responded positively to this change.

Two staff retired at the end of the 2005 year. We were also able to hire some highly qualified and enthusiastic younger staff this past year and as a result have decreased the average age of our workforce from 47 years of age to just over 43 years of age.

With support from the provincial Aboriginal Employment Development Program, we were able to hire an Aboriginal Workforce Development Consultant. This consultant assisted us in our job audit, which provided some misconception training allowing us to develop some recommendations for improving our recruitment and retention practices and in making some overall recommendations around policies and procedures that would benefit representative workforce practices. We will be implementing some of these recommendations and are highly appreciative of her work. We also want to acknowledge the participation of our local union in supporting improved representative workforce practices.

Position and Classification	Employees	F.T.E.'s
Out of Scope		
Chief Executive Officer	1	1.00
Director of Programs	1	1.00
Director of Finance & Administration	1	1.00
Director of Human Resources	1	1.00
Executive Assistant	1	1.00
In Scope		
Coordinators Level 8	5	4.14
Coordinator / Counsellor Level 7	1	1.00
Coordinators Level 7	4	2.80
Research & Development Officer	1	1.00
Coordinators Level 6	3	1.92
Consultants Level 6	5	3.90
Facilitator Level 6	2	0.91
Work Experience Coordinator Level 5	3	0.51
Information Technician Level 5	2	1.31
Counsellor Level 7	1	1.00
Counsellor Level 6	3	2.86
Registration Clerk Level 5	1	1.00
Program Assistant Level 4	10	7.76
Clerical Level 3	3	1.24
Accounting Clerk Level 4	2	2.00
Clerical Level 2	4	1.26
Facility Operator Level 3	1	1.00
Janitor Level 2	2	1.10
SCN Attendant Level I	1	0.05
Learning Specialist	1	1.05
Instructors (In scope)	33	19.60
Project staff and instructors	3	0.63
Total	**96***	**60.16**

*Does not include out of scope instructors for Community Interest programming.

Out of Scope

Fay Myers	Chief Executive Officer
Richard Klyne	Director of Programs
Vern Nixon	Director of Finance and Administration
Sonja Gehl	Director of Human Resources / Organizational Development
Rhoda Seidler	Executive Assistant

In Scope

Paul Adams	Evening Janitor
Roxanne Alstad	Program Assistant
Laura Anderson	Computer Works Instructor
Peg Beaton	Counsellor
George Beddome	Adult Basic Education Instructor
Carol Bobowski	Student Counsellor
Maureen Broda	Registration Clerk
Connie Brown	Institute Credit Coordinator
Elaine Buchholzer	Saturday Program Support
Chesley Chartrande	Janitor
Michelle Clarke	Adult Basic Education Instructor
Bonnie Currie	Adult Basic Education Instructor
Mona Daniel	Program Assistant
Jill Datema	Clerical Program Assistant
Catherine Degryse	Program Assistant
Deloris Delorme	Training Consultant Research and Development
Kami DePape	Adult Basic Education Coordinator
Veronica Enns	Career Development Facilitator
Barbara Evans	Practical Nursing Instructor
Sharon Evans	Program Assistant
Tanya Fawcett	Accounting Clerk, Payroll
Sherilyn Fenwick	Home Care Special Care Aide Instructor
Arden Fiala	Program Facilitator
Ron Gerein	Training Consultant
Jason Goetting	Information Technician Support
Gail Gorchynski	Career & Student Support Services Counsellor
Maxine Gordon	Program Assistant
Robert Haacke	Industrial Mechanics Instructor
Terry Heshka	Adult Basic Education Instructor
Bernadette Holland	Learning Specialist
Dale Holstein	Work Experience Coordinator
Ruth Iluk	Accounting Clerk
Alma Jensen	Clerical Program Assistant
Joanne Jenner	Home Care/ Special Care Aide Instructor
Kris Johnson	CISCO Networking/Technician Instructor
Linda Kachur	Instructor (various courses)
Carla Kaeding	Institute Credit Coordinator
Michelle Kaeding	Program Assistant
Angelina Kardynal	Marketing Coordinator
Chad Koberinski	Work Experience Coordinator
Norbert Kotrla	Carpentry Instructor
Shayne Kreitzer	CISCO Networking/Technician Instructor
Nadine Kreklewich	Adult Basic Education Instructor
Cheryl Kustra	Training Consultant (Job Start / Future Skills)
Darrell Landels	Business & Industry Programs Coordinator
Susan Lyons	Career & Student Support Services Coordinator
Beatrice Malach	SCN/Clerical
Shirley May	Adult Basic Education Instructor
Ron Mayson	Instructor /Coordinator
Carol McCullough	Literacy Coordinator
Kathleen McDonald	Adult Basic Education Coordinator
Josie Melnyk	SCN/ Clerical
Charlotte Morris	Program Assistant
Alicia Myall	Marketing Coordinator
Florence Nagy	Aboriginal Workforce Consultant
Kathy Newton	Teacher Assistant Instructor
Donna Neyedley	Career & Student Support Services Counsellor
Laura Nordgulen	Home Care/Special Care Aide Instructor
Marguerite O'Hagan	Adult Basic Education Instructor
Blair Parkinson	Adult Basic Education Instructor
David Parnetta	Head Janitor
Larry Pearen	Institute Credit Coordinator
Nathan Penner	Information Systems Technician
Sandy Persick	Adult Basic Education Instructor
Iris Phillips	Home Care Special Care Aide Instructor
Margaret Purich	Adult Basic Education/Literacy Instructor
Loretta Ritthaler	Practical Nursing Instructor
Mike Roberts	Work Experience Coordinator
Jackie Rohatensky	Practical Nursing Instructor
Sharon Rokosh	SCN/ Clerical
Kristen Rutten	Computer Works Instructor
Brian Shul	Training Consultant
Shawn Stoneham	University Program / TEL Coordinator
Lurene Turgeon	Counsellor / Coordinator
Donna Vranai	Business Year I Instructor
Betty Waugh	Clerical Program Assistant
Jill Whiting	Program Assistant
Wendy Wilson	Training Consultant Computer Training
Kerryann Wiwcharuk	SCN Attendant
Ruth Wylie	Adult Basic Education Instructor
Gerry Yacishyn	Adult Basic Education Instructor
Carolee Zorn	Practical Nursing Instructor

PARKLAND
Regional College

Financial Statements

Government of the Province of Saskatchewan
Saskatchewan Department of Learning

Parkland Regional College
Financial Statements

For the Year Ended
June 30, 2005

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Statement of Management Responsibility

The financial statements have been prepared by management in accordance with Canadian generally accepted accounting principles and are in compliance with the provisions of legislation and related authorities. When alternative accounting methods exist, management has chosen those it deems most appropriate in the circumstances. Financial statements are not precise because they include certain amounts based on estimates and judgements.

In fulfilling its responsibilities and recognizing the limits inherent in all systems, the management has developed and maintains a system of internal control designed to provide reasonable assurance that College assets are safeguarded from loss and that the accounting records are a reliable basis for the preparation of financial statements.

The Board of Directors of the College is responsible for the review and approval of the financial statements, and ensures management fulfils its financial reporting responsibilities. The Board meets with management and, as required, with the external auditors to discuss the results of audit examinations and financial reporting matters. The external auditors have full access to the Board with and without the presence of management.

The financial statements have been audited by Skilnick Besler Miller Moar & Co., Chartered Accountants. The Auditors' Report outlines the scope of their examination and provides their opinion on the fairness of the presentation of the information in the financial statements.

Chief Executive Officer

Director of Finance

August 22,2005

PARKLAND
Regional College

Skilnick Besler Miller Moar & Co.
Chartered Accountants

PARKLAND REGIONAL COLLEGE

AUDITORS' REPORT

2005.

The Members of the Board
Parkland Regional College
MELVILLE, Saskatchewan

We have examined the statement of financial position of the Parkland Regional College as at June 30, 2005 and the statement of operations, statement of changes in net assets and statement of cash flows for the year then ended. The College is responsible for preparing these financial statements for Treasury Board's approval. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with Canadian generally accepted auditing standards. These standards require that we plan and perform an audit to obtain reasonable assurance whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation.

In our opinion, these financial statements present fairly, in all material respects, the financial position of the College as at June 30, 2005 and the results of its operations and cash flows for the year then ended in accordance with Canadian generally accepted accounting principles.

Skilnick Besler Miller Moar & Co.

SKILNICK BESLER MILLER MOAR & CO.
Chartered Accountants

Melville, Saskatchewan
August 22, 2005

Statement of Financial Position
as at June 30, 2005

Statement 1

	2005 Operating	2005 Capital	2005 Total	2004 Total
Assets				
Current Assets				
Cash	$ 965,871	$ 222,522	$ 1,188,393	$ 1,304,298
Accounts receivable (Notes 3 & 12)	192,107	-	192,107	141,237
Prepaid expenses	35,835	-	35,835	12,596
	1,193,813	222,522	1,416,335	1,458,131
Non-current Assets				
Capital Assets (Notes 2 & 4)	-	5,278,481	5,278,481	5,439,018
Long-term investments (Note 5)	643,933	-	643,933	626,835
	$ 1,837,746	$ 5,501,003	$ 7,338,749	$ 7,523,984
Liabilities				
Current Liabilities				
Accrued salaries and benefits	$ 153,638	-	$ 153,638	$ 105,431
Accounts payable & accrued liabilities (Note 6)	89,157	-	89,157	165,751
Unearned revenue (Notes 2 & 7)	516,031	-	516,031	436,442
	758,826	-	758,826	707,624
Net Assets				
Invested in capital assets	-	5,278,481	5,278,481	5,439,018
Externally restricted (Note 8)	-	222,522	222,522	196,554
Internally restricted (Note 9)	868,857	-	868,857	990,312
Unrestricted	210,063	-	210,063	188,476
	1,078,920	5,501,003	6,579,923	6,816,360
	$ 1,837,746	$ 5,501,003	$ 7,338,749	$ 7,523,984

See accompanying notes to financial statements

On behalf of the Board:

Ken Bowden Director

Director/CFO

Statement of Operations for the year ended June 30, 2005

	2005 Budget (Note 10)	2005	2004	2005	2004	2005	2004
	Operating			Capital		Total	
Revenues (Schedule 1)							
Saskatchewan Department of Learning	$ 3,923,364	$ 3,745,284	$ 3,732,030	$ 68,290	$ 996,000	$ 3,813,574	$ 4,728,030
Federal Government	15,500	29,194	15,886	-	-	29,194	15,886
Other Revenue	1,948,173	2,179,852	1,905,143	-	68,939	2,179,852	1,974,082
Total revenues	5,887,037	5,954,330	5,653,059	68,290	1,064,939	6,022,620	6,717,998
Expenses (Schedule 2)							
Agency Contracts	1,161,256	1,005,338	933,685	-	-	1,005,338	933,685
Amortization	-	-	-	402,718	388,328	402,718	388,328
Equipment	144,924	129,686	127,544	-	-	129,686	127,544
Facilities	235,081	243,034	227,535	-	-	243,034	227,535
Information Technology	36,550	24,791	16,828	-	-	24,791	16,828
Operating	654,855	724,616	722,170	-	-	724,616	722,170
Personal Services	3,713,593	3,728,874	3,424,103	-	-	3,728,874	3,424,103
Total expenses	5,946,259	5,856,339	5,451,865	402,718	388,328	6,259,057	5,840,193
Excess (deficiency) of revenue over expenses	$ (59,222)	$ 97,991	$ 201,194	$ (334,428)	$ 676,611	$ (236,437)	$ 877,805

See accompanying notes to financial statements

Statement of Changes in Net Assets for the year ended June 30, 2005

Statement 3

	2005				2005	2004
	Invested in capital assets	Restricted Externally	Restricted Internally	Unrestricted	Total	Total
Excess (deficiency) of revenue over expenses	$ (402,718)	$ -	$ -	$ 166,281	$ (236,437)	$ 877,805
Net assets, beginning of year	5,439,016	198,554	990,312	188,476	6,816,360	5,938,555
Interfund transfers:						
Invested in capital assets	242,181	(26,032)	(195,505)	(20,644)	-	-
Externally imposed restrictions	-	50,000	-	(50,000)	-	-
Internally imposed restrictions	-	-	74,050	(74,050)	-	-
Net assets, end of year	$ 5,278,481	$ 222,522	$ 868,857	$ 210,063	$ 6,579,923	$ 6,816,360

Restricted details:

	Beginning Balance	To Restricted	From Restricted	Ending Balance
Externally Restricted (Note 8)				
Yorkton facility	$ 176,171	$ -	$ -	176,171
Technology Enhanced Learning capital purchases	22,383	-	7,436	14,947
Furniture and equipment purchases	-	50,000	18,596	31,404
	198,554	50,000	26,032	222,522
Internally Restricted (Note 9)				
Yorkton facility	350,216	-	94,417	255,799
Technology purchases	322,438	70,000	81,088	311,350
Furniture and equipment	27,490	-	-	27,490
Employee sick leave/contingency	11,374	13,626	-	25,000
CEO Professional Development	28,794	-	8,374	20,420
Staff development/class plan	70,000	-	11,202	58,798
Future program development	160,000	-	-	160,000
Accounting system	20,000	-	20,000	-
Marketing/promotion - new initiatives	-	10,000	-	10,000
	990,312	93,626	215,081	868,857
	$ 1,188,866	$ 143,626	$ 241,113	$ 1,091,379

See accompanying notes to the financial statements

PARKLAND
Regional College

Statement of Cash Flows
for the year ended June 30, 2005

Statement 4

	2005	2004
Cash flows from operating activities		
Excess (deficiency) of revenues over expenses	$ (236,437)	$ 877,805
Gain on disposal of capital assets	-	(61,633)
Amortization of capital assets	402,718	388,328
	166,281	1,204,500
Changes in non-cash working capital		
(Increase) Decrease in accounts receivable	(50,870)	88,463
(Increase) Decrease in prepaid expenses	(23,239)	1,449
Increase (Decrease) in accrued salaries and benefits	48,207	(1,789)
(Decrease) in accounts payable and accrued liabilities	(76,594)	(642,948)
Increase in unearned revenue	79,589	239,824
Cash provided from operating activities	143,374	889,499
Cash flows from investing activities		
Purchase of investments	(660,024)	(626,835)
Disposal of investments	642,926	571,166
Purchase of capital assets	(242,181)	(1,288,723)
Disposal of capital assets	-	210,106
Cash used in investing activities	(259,279)	(1,134,286)
Net (decrease) in cash	(115,905)	(244,787)
Cash and cash equivalents, beginning of year	1,304,298	1,549,085
Cash and cash equivalents, end of year	$ 1,188,393	$ 1,304,298

See accompanying notes to financial statements

PARKLAND
Regional College

Notes to Financial Statements
for the year ended June 30, 2005

1. PURPOSE AND AUTHORITY

The Parkland Regional College offers educational services and programs under the authority of Section 14 of *The Regional Colleges Act*.

The Board of the Parkland Regional College is responsible for administering and managing the educational affairs of the College in accordance with the intent of *The Regional Colleges Act* and its regulations.

The College's objectives are to promote the social, economic and cultural development of the Parkland region of Saskatchewan by facilitating learning options and participating in community groups.

The College is exempt from the payment of income tax.

2. SIGNIFICANT ACCOUNTING POLICIES

The financial statements have been prepared in accordance with Canadian generally accepted accounting principles and include the following significant policies:

a) Fund Accounting

The accounts of the College are maintained in accordance with the principles of fund accounting. For accounting and reporting purposes, resources are classified into funds in accordance with specified activities or objectives.

(i) Operating Fund
The operating fund accounts for the College's program delivery service and administrative activities.

(ii) Capital Fund
The capital fund reflects the net book value of all capital assets of the College after taking into consideration any associated long term debt. The capital fund also includes contributions, interest and donations designated for capital purposes by the contributor. Also included in the capital fund are the appropriations for future capital expenditures.

b) Revenue Recognition

The College follows the restricted fund method of accounting for grants. Restricted contributions to general operations are recognized as revenue of the operating fund in the year in that the related expenses are incurred. Contributions restricted for capital assets are recognized as revenue of the capital fund in the year they are received or receivable.

Unrestricted operating grants are recognized as revenue of the operating fund when received or receivable. Tuition and fee revenue is recognized as the course instruction is delivered. Revenue from contractual services is recognized as the service is delivered.

(Continued on next page)

2. SIGNIFICANT ACCOUNTING POLICIES ... Continued

c) Capital Assets

Purchased capital assets are recorded at cost. Contributed capital assets are recorded at fair value at the date of contribution. Capital assets are amortized on a straight-line basis over their estimated useful lives, and are reported as an expense in the capital fund as follows:

Leasehold improvements	5% to 20%
Buildings	5%
Office furnishing/equipment	10% to 20%
Computer hardware	33%

3. ACCOUNTS RECEIVABLE

Accounts receivable are composed of the following:

	2005	2004
Saskatchewan Department of Learning	$ 47,063	$ 49,376
Government of Canada	33,881	34,068
Other	111,163	57,793
	$ 192,107	$ 141,237

4. CAPITAL ASSETS

	COST	ACCUMULATED AMORTIZATION	2005 NET BOOK VALUE	2004 NET BOOK VALUE
Land	$ 14,000	$ Nil	$ 14,000	$ 14,000
Leasehold improvements	155,436	129,365	26,071	28,665
Buildings	5,853,316	859,433	4,993,883	5,200,104
Office furnishings/ equipment	378,172	238,137	140,035	128,452
Computer hardware	851,139	746,647	104,492	67,797
	$7,252,063	$1,973,582	$5,278,481	$5,439,018

(Continued on next page)

5. INVESTMENTS

The College has invested $643,933 (2004 - $626,835) in government strip bonds. These bonds mature in the year 2006 to 2008 and have an effective yield of 2.7 to 3.1%. The current market value of the bonds is $642,100. It is the intention of the Board to hold these bonds to maturity, therefore fluctuating market prices have not been reflected in the financial statement.

6. ACCOUNTS PAYABLE

Accounts payable are composed of the following:

	2005	2004
Government of Saskatchewan	$ Nil	$ 1,671
Other	89,157	164,080
	$ 89,157	$ 165,751

7. UNEARNED REVENUE

Unearned revenue consists of transfers received to carry out specific activities in excess of the expenses incurred on those activities at the end of the fiscal year as follows:

	2005	2004
Saskatchewan Department of Learning	$ 379,134	$ 204,127
Student tuitions	19,012	103,622
Other	117,885	128,693
	$ 516,031	$ 436,442

8. EXTERNAL RESTRICTION ON NET ASSETS

The Department of Learning has funded $222,522 designated capital contributions to be used for future capital expenditures as per Statement 3. These externally restricted amounts are not available for other purposes without approval of the Department of Learning.

(Continued on next page)

9. INTERNAL RESTRICTION ON NET ASSETS

The Board of Directors of Parkland Regional College have placed internal restrictions on $868,857 of net assets to be used for purposes as indicated in Statement 3.

10. BUDGET AMOUNTS

The budget amounts on these financial statements were prepared by Regional College Management and approved by the Board on May 17, 2004. The Minister approved the budget on June 24, 2004.

11. RELATED PARTY TRANSACTIONS

These financial statements include transactions with related parties. The College is related to all Saskatchewan Crown Agencies such as departments, corporations, boards and commissions under the common control of the Government of Saskatchewan. Also, the College is related to non-Crown enterprises that the Government jointly controls or significantly influences.

Routine operating transactions with related parties are recorded at the rates charged by those organizations and are settled on normal trade terms.

	2005	2004
SaskTel	$ 63,576	$ 106,855
SaskPower and SaskEnergy	9,293	19,316
Saskatchewan Property Management	53,634	45,217

In addition, the College pays Provincial Sales Tax to the Saskatchewan Department of Finance on all taxable purchases. Taxes paid are recorded as part of the cost of those purchases.

The College brokerages course programs from Saskatchewan Institute of Applied Science and Technology. The amount incurred during the year amounted to $293,972 (2004 - $273,640).

The College brokerages course programs from the University of Saskatchewan. The amount incurred during the year amounted to $142,912 (2004 - $188,371).

The College brokerages course programs from the University of Regina. The amount incurred during the year amounted to $98,716 (2004 - $38,572).

(Continued on next page)

Notes to Financial Statements
for the year ended June 30, 2005

12. FINANCIAL INSTRUMENTS

(a) The carrying amount of cash, accounts receivable, accounts payable and accrued liabilities and accrued salaries and benefits approximates fair value due to the short term maturity of these instruments. There are no significant terms or conditions related to these financial instruments that may affect the amount, timing, or certainty of future cash flows.

(b) The College is exposed to credit risk from the potential non-payment of accounts receivable. The majority of the College's receivables are from the Provincial and Federal government, therefore, credit risk is minimal.

13. EMPLOYEE FUTURE BENEFITS

Employees of the College participate in one of two pension plans. Teachers and other employees requiring a teaching certificate participate in a defined benefit plan, the Teachers' Superannuation Plan (TSP) which is administered by the Teachers' Superannuation Commission. No matching contribution is made by the College nor does it have a financial obligation to the TSP. All other employees participate through the Municipal Employees' Pension Plan (MEPP) which is a multi-employer defined benefit plan. The last actuarial valuation of the MEPP indicated there was a surplus in the plan. The College's financial obligation to the MEPP is limited to making required payments to match amounts contributed by employees for current services. Pension expense for the year amounted to $124,516 (2004 - $99,028).

14. COMMITMENTS

a) Yorkton Regional High School

Upon relocation to the new College facility at Yorkton Regional High School in August, 2003, the College has negotiated a 10 year operating agreement with York School Division. The agreement specifies the cost-sharing of utility, insurance and maintenance costs, based on square footage occupied by the College. The agreement, effective September 1, 2003, is reviewed annually, and adjusted for increases / decreases in costs, square footage, and services provided.

b) IBM Canada

Annual maintenance on computer equipment at approximately $2,168 including taxes.

15. LINE OF CREDIT AGREEMENT

The College is currently utilizing Nil (2004 - Nil) of an established line of credit up to $200,000 with the Royal Bank of Canada, Melville, Saskatchewan. Security for advances under the agreement consists of an assignment of grant proceeds due from Saskatchewan Department of Learning.

(Continued on next page)

16. LEASE AGREEMENTS

The College is obligated under the following lease agreements.

a) **Instructional Facilities**
- Treaty # Four Governance Centre, Fort Qu'Appelle, Saskatchewan, under a five year lease which expires August 22, 2005. The agreement covers use of the facility and grounds with annual rental of $45,156. The agreement contains an option to renew at the end of the initial lease term.

b) **Offices**
- Administration office and classrooms located in the Melville Comprehensive School, Melville, Saskatchewan, under a ten year lease which expires August 15, 2008. Terms of the lease provide for annual rental of $50,000 plus applicable taxes.

- Branch office and classrooms, Canora, Saskatchewan, located in the Canora Community Centre on a year to year informal lease agreement with the Town of Canora. Terms of the lease provide for annual rental of $11,550.

c) **Equipment**
- Danka Canada covering 6 photocopiers at various locations until March 21, 2008. Terms of the lease call for annual rental payments of $17,575 plus taxes.

d) **Vehicle**
- GMAC for a 2003 Chev Malibu. Terms of the lease call for 36 monthly payments of $508, expiring September 29, 2006.

(Continued from previous page)

Statement of Operating Fund Revenues by Function
for the year ended June 30, 2005

Schedule 1

	2005								2005 Budget (Note 10)	2004
	General	Basic Training		Basic Education		University	Services			
		Credit	Non-credit	Credit	Non-credit	Credit	Learner Support	Courses	Total	Total	Total
Provincial Government										
Base allocation, Learning	$ 1,726,210	$ -	$ -	$ -	$ -	$ -	$ 17,500	$ 50,000	$ 1,793,710	$ 1,746,125	$ 1,731,146
Capacity grant	-	484,115	-	366,821	-	-	196,273	-	1,047,209	1,065,566	1,767,995
Program portfolio	195,266	15,000	-	-	-	-	-	-	210,466	131,895	145,366
Other	1,923,576	904,115	-	366,821	-	-	214,773	50,000	3,687,367	3,865,841	3,644,507
Other Provincial	-	-	20,782	-	67,135	-	-	-	87,917	87,823	87,523
	1,923,576	904,115	20,782	366,821	67,135	-	214,773	50,000	3,745,284	3,953,664	3,774,030
Federal Government										
Admin subsidy	-	-	-	-	-	-	-	-	-	-	-
Base purchases	-	-	-	-	-	-	-	-	-	-	-
Projects	-	-	-	-	15,800	-	13,584	-	29,384	15,500	15,388
Other	-	-	-	-	-	-	-	-	-	-	-
	-	-	-	-	15,800	-	13,584	-	29,384	15,500	15,388
Other Revenue										
Administration	-	-	-	-	-	-	-	-	-	-	-
Contracts	-	220,233	158,383	319,341	16,908	34,606	38,695	25,167	829,811	679,718	687,750
Interest	55,737	-	-	-	-	-	-	-	55,737	50,302	90,474
Rents	-	3,805	-	-	-	-	-	-	3,805	16,900	29,231
Resale items	-	84,975	26,774	2,735	-	7,047	284	1,325	123,250	25,300	111,710
Tuitions	-	411,447	328,965	21,815	17,332	290,396	3,003	1,920	1,074,878	981,489	946,142
Other	9,843	-	9,956	6,290	33,379	150	18,249	50	92,869	194,484	59,437
	65,580	720,655	523,993	351,181	86,719	331,889	59,231	28,732	2,179,832	1,948,173	1,925,142
Total revenue	1,989,156	1,624,770	543,747	718,004	169,654	331,889	287,588	78,732	5,954,330	5,887,037	5,653,059
Total operating expenses (Schedule 2)	2,652,403	1,355,974	348,461	721,774	53,504	277,233	166,139	257,951	5,899,339	5,848,239	5,451,865
Excess (deficiency) of revenues over expenses	$ (663,247)	$ 284,896	$ 195,286	$ (3,770)	$ 116,850	$ 74,756	$ 121,459	$ (179,219)	$ 47,991	$ 38,798	$ 201,194

See accompanying notes to the financial statements

PARKLAND
Regional College

Schedule of Operating Fund Expenses by Function
for the year ended June 30, 2005

Schedule 2

	General	Skills Training		Basic Education		University	Services to Learners		2005	2005 Budget (Note 10)	2004
		Credit	Non-credit	Credit	Non-credit	Credit	Support	Counselling	Total	Total	Total
Agency Contracts	$ -	$ 549 115	$ 180 367	$ -	$ 1 850	$ 241 629	$ 35 000	$ 388	$ 1 008 348	$ 1 181 256	$ 933 695
Equipment	84 517	40 822	4 489	-	-	-	-	-	129 828	144 924	127 544
Facilities	207 545	24 347	11 738	200	707	497	-	-	245 034	235 061	227 535
Information Technology	24 971	-	220	-	-	-	-	-	25 191	38 550	16 828
Operating Schedule 3	362 029	191 102	65 332	40 093	9 590	13 149	10 691	32 670	724 616	654 855	722 170
Personal services	4 260 551	555 050	86 315	661 481	42 357	21 959	114 449	224 913	5 966 575	3 713 593	3 424 193
	$ 12 682 453	$ 1 360 874	$ 348 461	$ 701 774	$ 52 504	$ 277 233	$ 160 139	$ 257 971	$ 15 841 609	$ 15 946 259	$ 15 451 965
			$ 1 724 335		$ 774 278			$ 418 090			

Schedule of Operating Expenses
for the year ended June 30, 2005

Schedule 3

	2005 Total	2005 Budget Total (Note 10)	2004 Total
Advertising	$ 56,434	$ 58,860	$ 46,030
Association Fees & Dues	10,641	10,200	9,687
Bad Debts	6,734	3,000	845
Financial Services	8,474	4,800	5,822
In-Service	41,446	56,355	38,213
Insurance	16,033	14,790	14,147
Materials & Supplies	196,001	158,730	215,248
Postage, Freight & Courier	14,439	10,690	13,031
Printing & Copying	18,918	23,650	13,955
Professional Services	42,590	113,350	80,832
Resale Items	125,181	26,200	125,762
Subscriptions	715	1,900	1,459
Telephone/Fax	56,016	60,530	56,263
Travel	120,994	111,800	100,876
	$ 724,616	$ 654,855	$ 722,170

See accompanying notes to financial statements

PARKLAND
Regional College

ACCC: Association of Canadian Community Colleges

ASRC: Association of Saskatchewan Regional Colleges

Casual Student: A participant taking courses that collectively total less than 30 hours. Exception: There are no casual University students as the minimum a university student can take is one 3-credit class which is equal to 39 hours.

CEO: Chief Executive Officer

CISCO: CISCO Networking Academy

Completer: Any participant who has successfully completed course requirements or remained to the end of the program.

EAPD: Employability Assistance for People with Disabilities

Distinct Student: An individual participating, over an identified period of time, in one or more program session offered by the College.

Enrolment: A person enrolled in any course or program.

ESL: English as a second language

FASD: Fetal Alchohol Spectrum Disorder

FLE: Full Load Equivalent - The total participant hours divided by the accepted full load equivalent factor for a program group.

FTE: Full Time Equivalent.

Full-Time Student: Students who are taking courses (within the Program Group) that collectively require a minimum of 18 hours of scheduled class time per week for a minimum duration period of 12 weeks (both conditions need to be true).
Exceptions:
(a) for Apprenticeship and Trade: a complete level (the length depends on the trade) is required; and
(b) for university courses: a minimum of 216 hours (6 courses x 36 hours) of scheduled class time (total course session hours) within the academic year.

GED: General Educational Development

Graduates: Any participant who successfully completed all course requirements resulting in achievement of certification by a recognized credit granting institution.

ISchool: A centralized bank of online classes at the 10,20 and 30 level.

LCD: Liquid Crystal Display

LINC: Language instruction for newcomers to Canada

OCSM: One Client Service Model (Student Information System database)

Opportunities: One enrolment in any course or program

Participant Hours: The total time (in hours) that a student is actively involved in a program (courses) session.

Part-time Student: Students who are taking courses (within a program group) that collectively require less than 18 hours of scheduled class time per week (but more than 30 hours in total) for a minimum duration period of less than 12 weeks.
Exceptions: University courses: less than 216 hours of scheduled class time (total course sessions hours) within the academic year.

Program Delivery Centre: An established entity (campus, learning centre, office) that coordinates the delivery of programs and courses of a defined geographic area within the College region.

Program Group: A combination of SIS 'Program Area', Program Type or Program Category identified for the specific purpose of reporting student enrollments.
Program Groups for reporting to Saskatchewan Learning are: Skills Training - Institute Credit (SIAST)
Skills Training - Institute Credit (Other Suppliers)
Skills Training - Apprenticeship & Trade
Skills Training - Industry Credit
Skills Training - Non-Credit (Includes Industry Non-Credit, Community/Individual Non-Credit, and Personal Interest Non-Credit)
Basic Education - Credit Adult 12
Basic Education - Credit Adult 10
Basic Education - Credit Academic GED
Basic Education - Non-Credit Employability/Life Skills
Basic Education - Non-Credit English Language Training
Basic Education - Non-Credit General Academic Studies
Basic Education - Non-Credit Literacy
University

PTA: Provincial Training Allowance

RPL: Recognition of Prior Learning

SCN: Saskatchewan Communications Network

SGEU: Saskatchewan Government and General Employees Union

SIAST: Saskatchewan Institute of Applied Science and Technology

SIIT: Saskatchewan Indian Institute of Technologies

STEC: Saskatchewan Tourism Education Council

Student Enrollment: Student(s) enrolled in program(s) or course(s) that are part of a specific ***Program Group***.

A Campus Near You.

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